DOCUMENT RESUME

ED 105 919 JC 750 312

TITLE	Statewide Master Plan for Community Colleges in Maryland, 1975-1985.
INSTITUTION	Maryland State Board for Community Colleges, Annapolis.
PUB DATE	May 75
NOTE	219p.
EDRS PRICE	MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS	College Role; Community Colleges; Educational Finance; *Educational Objectives; Enrollment Projections; Enrollment Trends; Evaluation Methods; Governance; *Guidelines; Instructional Programs; *Junior Colleges; Junior College Students; *Master Plans; Physical Facilities; Program Costs; *Statewide Planning
IDENTIFIERS	*Maryland

ABSTRACT

This document is an update of the first Statewide Plan published in 1973, and it incorporates the format required by the Executive Planning Process. The Plan focuses on the long- and short-range goals and objectives of the State Board for Community Colleges and the 16 institutions which comprise Maryland's community college system. Chapter I presents the Executive Summary of the Master Plan. An overview of the state system is given in Chapter II as a means of introducing the Master Plan that follows. Community college system-wide conditions, trends and projections for enrollment, programs of instruction, financing of current operations, and physical facilities are detailed in Chapter III. Chapter IV outlines the system-wide goals, objectives, and implementation strategies. The five statewide goals are: (1) equal access to community college for all Maryland citizens; (2) expand programs and services; (3) provide geographic access to colleges; (4) continue the policy of low tuition; and (5) increase the overall cost effectiveness without impairing the quality of service. Chapter V notes the means for evaluating the degree to which the stated goals are being met. Major policy directions and actions are reviewed in Chapter VI, and individual implementation profiles of the 16 colleges are presented in Chapter VII. Charts, graphs, tables, and a map supplement the text. (Author/AH)

ED105919

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

STATEWIDE MASTER PLAN

FOR

COMMUNITY COLLEGES

IN

MARYLAND

1975-1985

Presented to

HIS EXCELLENCY, THE GOVERNOR

THE DEPARTMENT OF BUDGET AND FISCAL PLANNING

THE DEPARTMENT OF STATE PLANNING

THE GENERAL ASSEMBLY

THE COMMUNITY COLLEGE BOARDS OF TRUSTEES

THE MARYLAND COUNCIL FOR HIGHER EDUCATION

of the

State of Maryland

Annapolis, Maryland

May 1975

JC 750 312

Maryland State Board for Community Colleges

State Treasury Building
Annapolis, Maryland 21404
301—267-5597

April 15, 1975

TO: The Honorable Marvin Mandel, Governor of Maryland
The Honorable L. Kenneth Barnes, Secretary,
Department of Budget and Fiscal Planning
The Honorable Vladimir Wahbe, Secretary,
Department of State Planning
The Maryland General Assembly
The Community College Boards of Trustees
The Maryland Council for Higher Education

It is with great pleasure that the members of the State Board for Community Colleges present to you the *Statewide Master Plan for Community Colleges in Maryland 1975-1985*. This document is an update of the first Statewide Plan published in 1973 and incorporates the format required by the Executive Planning Process. The Plan focuses on the long- and short-range goals and objectives of the State Board for Community Colleges and the sixteen institutions which comprise Maryland's community college system.

The Master Plan has been reviewed by the community college presidents and by members of local boards of trustees. In preparing this document the State Board also coordinated its efforts with the Maryland Council for Higher Education's Staff Advisory Committee on Executive Master Planning. The committee includes representatives from all segments of public higher education. Ultimately, however, the contents of this Master Plan are, as they must be, the sole responsibility of the State Board for Community Colleges.

Sincerely yours,

Clifford K. Beck, Chairman

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Dr. Clifford K. Beck
Chairman

Dr. Samuel P. Massie, Jr.
Vice Chairman

Mrs. Howard G. Crist, Jr.

Miss Mary A. Knapp

Mr. Charles Mindel

Mr. Francis H. Morris

Mr. William Sartorius

Dr. James A. Sensenbaugh

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES STAFF

Dr. Alfred C. O'Connell
Executive Director

Dr. Brent M. Johnson
Assistant Executive Director

Mr. Robert J. Brill
Business Affairs

Mr. Robert L. DuBose
Facilities Planning

Dr. Emory Harrison, Jr.
Facilities Planning

Mr. Rodney G. Hurley
Management Information

Dr. Stephen D. Millman
Student Affairs and Services

MARYLAND COMMUNITY COLLEGES

Allegany Community College
Cumberland
W. Ardell Haines, President

Anne Arundel Community College
Arnold
Robert P. Ludlum, President

Community College of Baltimore
Baltimore City
Harry Bard, President

Catonsville Community College
Baltimore County
B. A. Barringer, President

Cecil Community College
North East
Robert L. Nash, President

Charles County Community College
LaPlata
J. N. Carsey, President

Chesapeake Community College
Wye Mills
George Silver, President

Dundalk Community College
Baltimore County
John E. Ravekes, President

Essex Community College
Baltimore County
Vernon Wanty, President

Frederick Community College
Frederick
Lewis W. Stephens, President

Garrett Community College
McHenry
Luther Shaw, President

Hagerstown Junior College
Hagerstown
Atlee C. Kepler, President

Harford Community College
Bel Air
Kenneth W. Oosting, President

Howard Community College
Columbia
Alfred J. Smith, Jr., President

Montgomery Community College
Rockville and Takoma Park
William C. Strasser, President

Prince George's Community College
Largo
Robert I. Bickford, President

CONTENTS

CHAPTER I. EXECUTIVE SUMMARY. 1

INTRODUCTION 1

The Open Door Admissions Policy As A Basis for Planning. 1

Legal Mandate of the Community Colleges Segment of Higher Education. 2

The State Board for Community Colleges Organizational Structure and Functions. 2

COMMUNITY COLLEGE SYSTEMWIDE CONDITIONS, TRENDS, AND PROJECTIONS . . 3

Enrollment Projections 3

Current and Projected Programs 4

Financing Current Operations Fiscal Years 1976-1985 4

Physical Facilities Requirements Fiscal Years 1976-1985 4

Projected Costs of Facilities Fiscal Years 1976-1985. 5

Projected New Campuses 5

Political Subdivisions Without A Community College 5

COMMUNITY COLLEGE SYSTEMWIDE GOALS AND OBJECTIVES. 6

EVALUATION 6

MAJOR POLICY DIRECTIONS AND ACTIONS. 7

New Policy Directions Within Current Statutory Authority 7

New Policy Directions Requiring Legislative and Executive Action . 7

Policy Issues Requiring Further Study Prior to Formal Recommendations. 8

IMPLEMENTATION FISCAL YEARS 1976-1985 COLLEGE PROFILES 10

CHAPTER II. INTRODUCTION. 11

Coordination of Public Statewide Higher Education. 12

Legal Mandate of the Community College Segment 15

State Board for Community Colleges Organizational Structure and Functions. 17

State Board for Community Colleges 21

The Open Door Admissions Policy As A Basis for Planning. 22

CHAPTER III. COMMUNITY COLLEGE SYSTEMWIDE CONDITIONS, TRENDS, AND PROJECTIONS. 23

ENROLLMENT 23

Trends in Community College Enrollment, National and State 1960-1974 23

Maryland Community College Enrollment Projections 1975-1985 . . . 24

Population Served by Maryland Community Colleges 26

PROGRAMS OF INSTRUCTION. 27

Instructional Program Definition 28

Continuing Education, Community and Public Service Activities. . . 29

Developmental Studies. 29

Current and Projected Programs 29

Manpower Studies 31

FINANCING CURRENT OPERATIONS 31

Current Funding Formula. 31

Projected Net Operating Costs. 32

Funding Sources. 35

Guidelines for Future Fiscal Planning. 36

PHYSICAL FACILITIES. 37

Inventory of Existing Facilities 37

Projected Facilities Requirements for Fiscal Years 1976 Through 1985 37

Projected Campuses 40

Political Subdivisions Without A Community College 40

Alternatives To Establishing Permanent Facilities. 42

State Capital Funding Formula. 42

Past and Projected Costs of State Participation in Capital Construction. 43

Construction Priorities. 44

CHAPTER IV. COMMUNITY COLLEGE SYSTEMWIDE GOALS, OBJECTIVES, AND IMPLEMENTATION STRATEGIES 47

Goal I - To Provide Equal Access to Community Colleges for All Maryland Citizens 48

Goal II - To Expand the Comprehensiveness of Community College Instructional Programs and Services. 50

Goal III - To Provide Geographic Access to Maryland Community Colleges. 53

Goal IV - To Provide Student Financial Access to Community Colleges by Continuing the State's Adherence to the Principle of Low Tuition. 55

Goal V - To Increase the Effectiveness and Efficiency of Community College Operations Without Impairing the Quality of Services 57

CHAPTER V. EVALUATION 63

Objective - Community College Enrollment Should Reflect the Same Racial Composition That Exists Within the Community College Service Area 63

Objective - To Seek Continued Improvement in the Quality of Community College Instructional Programs. 65

Objective - Community College Graduates of Articulated Transfer Programs Shall Be Guaranteed Admission with Full Junior Standing to A Public Baccalaureate Institution. 66

Objective - Community Colleges Will Provide Continuing Education, Community and Public Service Programs with the College Service Areas 66

Objective - Community Colleges Should Move Expeditiously to Implement Their Physical Facilities Goals 67

Objective - To Determine the Most Efficient Means of Allocating Available Resources for the Operation of Maryland Community Colleges 67

CHAPTER VI. MAJOR POLICY DIRECTIONS AND ACTIONS 69

New Policy Directions Within Current Statutory Authority 69

Major Policy Recommendations Requiring Legislative and Executive Action 71

Policy Issues Requiring Further Study Prior to Formal Recommendation 72

CHAPTER VII. IMPLEMENTATION FISCAL YEARS 1976-1985: COLLEGE PROFILES 75

Allegany Community College 76

Anne Arundel Community College 78

Community College of Baltimore 81

Catonsville Community College. 85

Cecil Community College. 88

Charles County Community College 91

Chesapeake College 93

Dundalk Community College. 95

Essex Community College. 98

Frederick Community College. 102

Garrett Community College. 105

Hagerstown Junior College. 107

Harford Community College. 110

Howard Community College 113

Montgomery College 115

Prince George's Community College. 120

APPENDICES:

A. THE ANNOTATED CODE OF MARYLAND, ARTICLE 77A, SECTIONS 1-10 HIGHER EDUCATION: COMMUNITY COLLEGES. 123

B. OPERATIONAL POLICIES AND BYLAWS MARYLAND COMMUNITY COLLEGES . . 143

C. RATIONALE, AUTHORITY, TIMETABLE, AND DEFINITIONS FOR STUDENT ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING IN MARYLAND COMMUNITY COLLEGES. 151

D. SELECTED STATISTICAL DATA 1973-1974 MARYLAND COMMUNITY COLLEGES. 157

E. SPACE ALLOCATION GUIDELINES FOR THE ADMINISTRATION AND DEVELOPMENT OF CONSTRUCTION PROJECTS FOR THE PUBLIC JUNIOR OR COMMUNITY COLLEGES IN THE STATE OF MARYLAND. 187

F. GENERAL PUBLIC JUNIOR OR COMMUNITY COLLEGE OR REGIONAL COMMUNITY COLLEGE CONSTRUCTION PROCEDURES IN THE STATE OF MARYLAND. 199

G. ABSTRACT OF STATEWIDE STUDENT FOLLOW-UP STUDY FIRST-TIME STUDENTS FALL 1970 209

CHARTS

1 - MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART. 14

2 - MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL ORGANIZATIONAL CHART 20

GRAPH

1 - ENROLLMENT PROJECTIONS 1975-1985. 25

TABLES

1 - PROJECTED ADMINISTRATIVE OPERATING BUDGET FISCAL YEARS 1976-1981 21

2 - PROJECTED STATE AID FOR COMMUNITY COLLEGES FISCAL YEARS 1976-1981. 22

3 - OPENING FALL ENROLLMENT 1960-1974. 24

4 - ENROLLMENT BY RACE FALL 1974 27

5 - ENROLLMENT BY SEX FALL 1974. 27

6 - CLASSIFICATION OF PROJECTED COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS FALL 1976 - FALL 1980 30

7 - ACTUAL AND ESTIMATED FULL-TIME EQUIVALENT NET CURRENT OPERATING EXPENSES AND COST PER FULL-TIME EQUIVALENT STUDENT. . 33

8 - DISTRIBUTION OF PROJECTED REVENUES BY SOURCE NOT LIMITED TO STATUTORY MAXIMUM. 36

9 - INEVNTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM FISCAL YEARS 1971 - 1974 38

10 - INVENTORY OF PRESENT AND PROJECTED NET ASSIGNABLE SQUARE FEET . 39

11 - PAST AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES. . . 43

12 - PROJECTED BOND REQUIREMENTS FISCAL YEARS 1976-1985. 44

13 - CONSTRUCTION PRIORITIES FISCAL YEAR 1976 45

MAP

1 - MARYLAND COMMUNITY COLLEGES 41

I. EXECUTIVE SUMMARY

The Executive Summary highlights the most significant data in Chapters II through VII of this Plan. The legal structure and operational activities of the State Board for Community Colleges are described briefly. The agency's budgetary requirements for the next five years are summarized. The relationship of the State Board and the individual institutions is noted. Systemwide enrollment projections are presented which reflect a continuation of the open door admissions policy. In turn, the enrollment projections provide a basis for community college program, budget, and facilities requirements over the next decade. The potential need for new campuses is also identified.

Finally, the Executive Summary includes a listing of the five major community college systemwide goals as well as mechanisms for determining progress towards these ends. New policy directions are identified which the State Board for Community Colleges believes to be necessary in order to implement its long-range goals.

INTRODUCTION

THE OPEN DOOR ADMISSIONS POLICY AS A BASIS FOR PLANNING

Maryland community colleges have functioned historically as open door institutions where access to postsecondary education is unencumbered by financial, social, academic, or geographic restraints. Within this context, Maryland community colleges have made great strides toward providing universal post-high school educational opportunities to the citizens of this State. Over the past three decades sixteen community colleges were established; enrollment increased dramatically; program offerings became more comprehensive; adult citizens were reached through continuing education, community and public service activities; the colleges maintained low tuition policies; progress was made in providing needed financial aid; and minority group enrollment increased substantially. Maryland community colleges indeed opened the doors of higher education to many students who otherwise would have lacked the opportunity.

This Plan, including all enrollment, program, and facilities projections, systemwide goals and objectives, as well as major policy directions, is predicated upon a continuation of the open door admissions philosophy. If the open door policy is modified, then this entire planning document must be reviewed in light of the implications of such change.

LEGAL MANDATE OF THE COMMUNITY COLLEGES SEGMENT OF HIGHER EDUCATION

Article 77A, Sections 1-10 of *The Annotated Code of Maryland* provides for the operation of Maryland community colleges. The colleges are governed by local boards of trustees who are appointed by the Governor with the advice and consent of the Senate. In 1969 the Maryland General Assembly established a State Board for Community Colleges to serve as the State-level coordinating body for the community college segment of the tripartite structure of public higher education. Throughout the six years of its operations, the State Board for Community Colleges has consistently supported an operational framework which encourages institutional initiative by the colleges under governance of local boards of trustees, while at the same time recognizing the necessity for Statewide coordination of community colleges.

The State Board for Community Colleges is composed of eight members appointed by the Governor for six-year terms with the advice and consent of the Senate. By statute one of the members is the State Superintendent of Schools. In 1973 the General Assembly also provided membership on the State Board for Community Colleges to include a community college student nominated by the college presidents and appointed by the Governor with the advice and consent of the Senate. The student member serves a one-year term of office.

Local boards of trustees have the authority to establish new institutions subject to approval by the State Board for Community Colleges. Local boards also have the statutory authority and responsibility for general control and operation of their respective institutions, including records, rules, and regulations; personnel and employment policies; entrance requirements; establishment of tuition and fees; and approval of all degree and certificate programs. Local board authority is generally subject to minimum State standards.

Section 8(d) of Article 77A defines the coordinating functions of the State Board for Community Colleges. The State Board is authorized to establish general policies for the operation of the community college system. In addition, the State Board is responsible for coordination and articulation with other levels of education, including the public schools, the University, and the State Colleges; to establish and maintain a system of information and accounting of community college activities; to review and advise upon all community college degree and certificate programs; and to administer the State's program of support for both operating and capital expenditures.

THE STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL STRUCTURE AND FUNCTIONS

The State Board for Community Colleges functions as a planning, coordinating service, and leadership agency. These functions are carried out by a professional and support staff of twelve individuals under the direction of the State Board membership. The professional staff of the State Board has been organized to provide services and directions in each of the functional activities appropriate to college operations, including programs, student

services, budget, facilities, and institutional management research. The seven member professional staff includes an Executive Director, an Assistant Executive Director who also serves as a program planner, a Staff Specialist for Student Affairs and Services, a Coordinator for Business Affairs, a Management Information Specialist, and two Staff Specialists for Facilities Planning. The State Board staff members coordinate activities with their administrative counterparts on the college campuses. In addition, a number of standing and ad hoc committees of State and campus level personnel have been established to work with the State Board staff in the performance of its duties. (For further details regarding structure and organization of the State Board for Community Colleges, see Chart 2 on page 20.)

To provide the necessary management and leadership services to meet State level and institutional requirements, the State Board for Community Colleges will be requesting that a data processing programmer and a secretary be added to the staff in FY 1977.

The projected administrative cost of operating the State Board for Community colleges for the period FY 1976 - FY 1981, including federal funds for 1976-1979, is summarized below. The projected requirements for FY 1977 include the additional personnel noted above. Therefore, the funds requested for that year will exceed the 10 percent guideline.

FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
$282,359	$337,894	$355,651	$377,816	$376,488	$401,700

COMMUNITY COLLEGE SYSTEMWIDE CONDITIONS, TRENDS, AND PROJECTIONS

ENROLLMENT PROJECTIONS

Enrollment projections provide the basis for program, finance, and facilities planning. Over the past decade enrollment in Maryland community colleges increased from 7,410 to 43,881 full-time equivalent students. This represents a 492 percent increase. Based upon State Board for Community Colleges projections, community college full-time equivalent enrollment will reach 60,215 by FY 1981 and 65,213 by FY 1985. Therefore, over the next decade community college enrollment in Maryland will increase by 49 percent (see Graph 1 on page 25). The enrollment projections indicate that the greatest percentage of increases will occur in FY 1976 through FY 1979. By FY 1985 it is expected that the community college system will enroll more than 50 percent of the total student body in Maryland's institutions of higher education.

CURRENT AND PROJECTED PROGRAMS

Maryland community colleges provide a wide range of offerings, including transfer and occupational programs, continuing education, community and public services. Transfer programs parallel the first two years of a traditional undergraduate sequence. Graduates are prepared to transfer to senior colleges without loss of academic credit. Occupational programs are intended to prepare individuals for immediate employment at the artisan, technician, and management trainee levels. Opportunities in continuing education are available to employed adults interested in upgrading an existing talent or to acquire new skills required in the labor market. In addition to these course and program offerings, the colleges provide extensive opportunities in community and public services, including lectures, concerts, seminars, and workshops of general interest to the public.

The primary focus of program development over the past five years has been in the occupational areas. Between 1970 and 1974, 143 of the 156 new degree and certificate programs introduced by the community colleges were in occupational fields. The State Board for Community Colleges is projecting 274 new programs over the next five years. Of this total, 257 are occupationally oriented. (Table 6 on page 30 summarizes the projected new programs by major occupational areas.)

FINANCING CURRENT OPERATIONS FISCAL YEARS 1976-1985

Currently the State provides 50 percent of the net operating costs not to exceed $700 per full-time equivalent student. The local political subdivisions provide 28 percent of the costs and the students 22 percent.[1] In those instances where the total cost per full-time equivalent student exceeds $1,400, local subdivisions and the students are required to bear the additional cost. Table 7 on page 33 projects the net operating costs per full-time equivalent student for the fiscal years 1976 through 1985. Systemwide costs are projected to increase from $86,922,000 in 1976 to $174,717,947 in 1985. Table 8 on page 36 summarizes the distribution of revenues by source for the same period of time. The distribution is based upon the current percentage distribution of costs, assuming that the State will contribute a full 50 percent of such costs.

PHYSICAL FACILITIES REQUIREMENTS FISCAL YEARS 1976-1985

The State and local political subdivisions have been funding community college facilities since 1961. Capital projects are funded generally on the basis of 50 percent local funds matched by the State. In that period of time, all sixteen colleges have been provided with permanent campus

---

[1] As a result of legislation passed by the General Assembly in 1973, the State provides up to $1,100 per full-time equivalent student for two small colleges.

facilities. Table 10 on page 39 summarizes the existing net assignable square feet of educational space currently available at each campus. The table also includes projected space requirements for each institution through 1985 based upon enrollment projections and the amended guidelines for space allocations adopted by the Board of Public Works in 1974. The State Board for Community Colleges is projecting a systemwide increase of 20 percent in educational spaces by 1985.

PROJECTED COSTS OF FACILITIES FISCAL YEARS 1976-1985

The Maryland General Assembly has periodically passed community college bond bills for constructing facilities totalling $101,000,000 during the period 1961-1974. Of this total, State bonds in the amount of $70,263,000 were sold by November 1, 1974. Table 11 on page 43 indicates that $87,002,455 of $101,000,000 were allocated by the Board of Public Works with $63,728,108 actually expended through January 1, 1975. The data in Table 11 further indicate that for FY 1976-1985 an additional $36,629,189 will be required in State aid to fund the projected facilities requirements. Since a portion of this amount is already available in previous bond bills, the projected net State bond requirements through 1985 is $25,997,663.

PROJECTED NEW CAMPUSES

On the basis of projected enrollments and space requirements, as noted in Table 10, the State Board for Community Colleges has approved the establishment of one additional campus in Montgomery County and one additional campus in Prince George's County. Beyond this, the State Board will continue to examine the need for additional campuses in each of these counties, as well as the possibility of a second campus in Anne Arundel County and a fourth college in Baltimore County. Justification for new campuses or new colleges will be based upon enrollment projections, space requirements, and program projections in the proposed immediate service area.

POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

Currently 17 of the 24 political subdivisions in Maryland are served by a community college. Over 95 percent of the State's population resides in these areas. There are, however, three sizable geographic areas which do not have community colleges: the Lower Eastern Shore, Carroll County, and Calvert and St. Mary's Counties in Southern Maryland. The State Board for Community Colleges has established a minimum enrollment potential of 700 full-time equivalent students in five years as one basis for approving the establishment of new community colleges. On the basis of enrollment potential alone, each of the three areas noted above could conceivably support a community college. The State Board has encouraged the local political subdivisions involved to consider the possibility of providing community college services either on an extension basis with neighboring community colleges or by establishing local community colleges which would utilize existing community facilities and resources.

COMMUNITY COLLEGE SYSTEMWIDE GOALS AND OBJECTIVES

The *Statewide Master Plan for Community Colleges in Maryland 1973-1983* includes 53 recommendations which were intended to serve as an agenda for the development of policy and a springboard for specific action for both the colleges and the State Board for Community Colleges. In this initial update of the Plan, the 53 recommendations have been translated into five long-range goals supported by intermediate objectives and strategies designed to measure progress toward ultimate ends. Where possible, time frames, which assist in the monitoring and evaluation of progress, are established for each objective. The first four goals are related to the open door philosophy and student access to educational opportunities. The fifth long-range goal speaks to the issue of accountability and quality of services as another method of supporting the open door concept.

The five long-range goals for the community college system and the State Board for Community Colleges are:

- To provide equal access to community colleges for all Maryland citizens;
- To expand the comprehensiveness of community college instructional programs and services;
- To provide geographic access to Maryland community colleges;
- To provide financial access to Maryland community colleges by continuing the State's adherence to the principle of low tuition;
- To increase the effectiveness and efficiency of community college operations without impairing the quality of services.

EVALUATION

The State Board for Community Colleges has the responsibility for evaluating services offered by the individual institutions and the Board itself. This evaluation responsibility is shared with the colleges within a coordinated organizational structure.

The State Board for Community Colleges has staff assigned in the areas of instructional programs, finance, facilities, student services, and management information. The staff coordinates evaluation in these areas with their counterparts on the respective campuses through committees and task forces which meet regularly. These organizations have developed evaluative mechanisms over the past few years within their areas of responsibility. The mechanisms provide indices and criteria allowing for measurement of the progress toward objectives and effectiveness of the decisions

which constitute the output of the colleges and the State Board in such areas as accessibility, the quality of community college instructional programs, articulation with other levels and segments of education, courses in continuing education, implementation of facilities goals, and the most efficient means of allocating available resources for the operation of Maryland community colleges

MAJOR POLICY DIRECTIONS AND ACTIONS

NEW POLICY DIRECTIONS WITHIN CURRENT STATUTORY AUTHORITY

1. At the present time the State Board for Community Colleges has an information system which includes data generated from the Higher Education General Information Survey (HEGIS), the Maryland Council for Higher Education reports, and special studies, such as the student follow-up surveys, faculty salary surveys, and the faculty activity analysis survey. It is recognized that this type of information system is beset with several problems, including accuracy, timeliness, reliability, and flexibility. Therefore, the State Board for Community Colleges will develop and implement a comprehensive management information system (MIS) to support both the agency's daily operations and the Executive Planning Process.

2. The State Board for Community Colleges will require each institution to submit annually an updated campus master plan.

   The State Board will establish an ad hoc committee to develop a model for the preparation and submission of campus plans. Community colleges will be required to submit their initial plan to the State Board by July 1, 1976.

NEW POLICY DIRECTIONS REQUIRING LEGISLATIVE AND EXECUTIVE ACTION

1. Legislation should be enacted permitting students to cross political subdivision boundaries without payment of additional tuition where programs are not available locally.

   Currently, community colleges are required by statute to charge out-of-county residents the mandated 22 percent student share of operating costs, plus the county's 28 percent share. In-county students pay a Statewide average of $350 per year while out-of-county students pay $800. This differential in costs represents a significant barrier to financial accessibility to community colleges and is counter-productive, leading to unnecessary duplication of high-cost and low-enrollment programs which in turn increases the per student cost to local political subdivisions and the State. The recommended action, therefore, is necessary to equalize educational opportunity and at

the same time reduce operating costs. For political subdivisions with community colleges, the sending institution would determine if the program is available locally.

The above policy can be implemented by requiring either the State or the local political subdivision where the student resides to assume the additional financial burden. If the State accepts the responsibility, the cost for FY 1977 would be $700,000. Local political subdivisions could reduce these costs significantly by an agreement to exchange students enrolled in certain programs.

2. Legislation should be enacted authorizing the State Board for Community Colleges to designate programs as being regional in nature.

At the present time community colleges are authorized to develop and implement programs even though similar offerings may be available at other community colleges in the region. This practice has evolved, in part, because of statutory tuition policies which discriminate against out-of-county students and, also, because the State Board for Community Colleges is not authorized to identify a program intended to serve a regional rather than local function.

Maryland, like many other states with locally controlled community colleges in their higher education structures, faces a challenge of reconciling local, regional, and Statewide program requirements. The recommended statutory change would permit the State Board for Community Colleges to establish a number of programs designed to meet the manpower requirements of an area larger than a political subdivision. Guidelines for determining regional programs would include: fixed costs relating to facilities and equipment; size and proximity of the labor market; unique assets within a particular community; availability of qualified faculty; need for residential facilities or subsidized transportation; the geographic relevance of the programs; and the impact upon the State's desegregation plan.

3. Program approval authority.

Currently, local boards of trustees have the authority and responsibility to initiate and develop new programs. Local governing boards also have the authority to approve new programs after review and recommendation by the appropriate State agencies. The State Board for Community Colleges supports this method of program development and approval. If there is any proposed policy alteration in this area which would remove program approval from the local level, such authority should be vested in the State Board for Community Colleges.

POLICY ISSUES REQUIRING FURTHER STUDY PRIOR TO FORMAL RECOMMENDATIONS

1. Article 77A, Sections 1-10 of *The Annotated Code of Maryland* should be revised to update and clarify the functions of the community colleges and the State Board for Community Colleges.

Article 77A, Sections 1-10 of *The Annotated Code of Maryland* was established by the General Assembly in 1961. These sections of the Code define the duties, powers, and responsibilities of the individual institutions and the State-level coordinating boards. Revisions over the past fourteen years have been accomplished on a piecemeal basis. Consequently, there are numerous inaccuracies and inconsistencies dating from 1961 which should be corrected.

The State Board for Community Colleges will establish a task force to review the Code and to make recommendations to the Governor and the General Assembly with respect to necessary changes by December 1975, taking into consideration the recommendations of the Rosenberg Commission.

2. Funding of community college operating expenses.

For the past fourteen years community colleges have received their operating funds on a formula basis including contributions from the State, local governments, and the students. The original formula called for each of these sources to contribute one third of the net operating costs per full-time equivalent student. The formula has been revised periodically. Currently, the State contributes 50 percent, local governments 28 percent, and students 22 percent. The State's 50 percent contribution may not exceed $700 per full-time equivalent student.

In recent years there has been increasing concern expressed with respect to the equity and long-term effectiveness of the formula approach to funding community college operations. In response to this concern, the State Board for Community Colleges will appoint a task force to conduct a comprehensive study of the financing of community college operations. The study will include a thorough analysis of the current funding pattern as well as alternative methods for supporting community college operations. (See page 73 for a partial list of alternative funding possibilities.) The State Board will report its findings to the Governor and the Legislative Council of the General Assembly by October 1, 1975.

3. Funding community college capital projects.

Currently, community college capital projects are funded on the general basis of 50 percent local funding matched by the State. Funds from the State are provided within Board of Public Works guidelines and bonding limitations. This system of funding has been generally successful over the past fifteen years during which time the General Assembly has approved $101,000,000 in community college construction bonds.

Within the past year, however, serious financial problems in some political subdivisions have led to delays in constructing community college facilities required to accommodate projected enrollment growth. Since it is likely that these problems and delays will persist, the

State Board for Community Colleges will appoint a task force to review the current funding pattern for capital projects and to consider possible alternative methods of funding such projects. The State Board will report its findings and recommendations to the Governor and the Legislative Council of the General Assembly by November 15, 1975.

IMPLEMENTATION FISCAL YEARS 1976-1985

COLLEGE PROFILES

The final chapter of this Plan provides a brief overview of the present status and future growth of the individual colleges in the areas of enrollment, programs, facilities, and finance. Current program offerings are identified followed by a listing of proposed new programs to be introduced at each institution over the next five-year period. Ten-year enrollment projections have been prepared for each college. Existing campus facilities are identified and projections are made with respect to the additional space requirements on the respective campuses through 1985. Both capital and operating costs are projected over the next decade. These data for each campus will be updated annually.

II. INTRODUCTION

The first *Statewide Master Plan for Community Colleges in Maryland 1973-1983*, published in October 1973, contained the following statement:

> If this Master Plan is to consider existing issues and others yet to emerge, it must be kept vital and changing. A Plan is a guide and not a contract. The directions to which it points are based on concepts and information which are reality today but which may well be altered tomorrow. The State Board for Community Colleges, therefore, will update the Master Plan annually.

While publication of this annual Master Plan update does not alter the philosophical commitment established by the State Board for Community Colleges in the *Statewide Master Plan for Community Colleges in Maryland 1973-1983*, it does reflect the dynamics of an everchanging, progressive educational system.

The general purposes of this Master Plan update are to further delineate the community college role within Maryland's tripartite structure of higher education, to make projections, to establish priorities, and to recommend policies. The specific objectives of the Plan are:

- To project enrollments as the basis for program, budget, and facilities planning;
- To identify the projected programs for each community college during the period FY 1976-1981 and to establish program priorities for FY 1976-1977;
- To project annual operating costs at each community college for the period FY 1976-1985 upon which to base State aid payments;
- To identify the projected new facilities on an annual basis at each community college for the period FY 1976-1985;
- To determine the capital fund requirements necessary to implement the community college facilities projections for the period FY 1976-1985.
- To recommend a modification in the current State aid formula for community college operating expenses;
- To identify systemwide goals and objectives and to develop an evaluation system to measure progress toward those ends;

- To formulate policies which will assure the continued financial, social, academic, and geographic accessibility of Maryland community colleges within the limits of available resources;

- To identify geographic areas of the State not currently being served by a community college and to make recommendations for providing service;

- To clarify the roles of the local college governing boards, the State Board for Community Colleges, and the Maryland Council for Higher Education;

- To recommend legislation necessary to implement new policy directions in the future.

COORDINATION OF PUBLIC STATEWIDE HIGHER EDUCATION

Within the past decade the three segments of public higher education in Maryland--the University, the State colleges, and the community colleges--have come to be viewed as a tripartite system of higher education. In 1963 the General Assembly established the Maryland Advisory Council for Higher Education. The title was subsequently changed to the Maryland Council for Higher Education, indicative of the Council's emerging role as a systemwide coordinating body for both public and private higher education.

The scope of the Council for Higher Education is reflected in the membership of its board as required by law. The thirteen members are drawn from the general public, each of the three segments of public higher education, private colleges, universities, and proprietary schools. The Council is concerned primarily with higher education issues which are inter-segmental in nature. This assignment requires the Council to identify the higher educational needs of the State and to make recommendations to insure that unnecessary duplication of programs and facilities among the various segments of higher education does not exist. Its specific statutory responsibilities include the following:

- Prepare programs for the orderly growth and overall development of the State system of public higher education to meet trends in population and the changing social and technical requirements of the economy;

- Investigate and evaluate the needs throughout the State for undergraduate, graduates, and adult education for professional and technical training and for research facilities; and present plans and recommendations for the establishment and location of new facilities and programs or for major alterations in existing programs or facilities;

- Recommend all new degree programs at the doctoral, master's, baccalaureate, and associate levels in all public institutions;

- Study and make recommendations regarding the Statewide coordination of the activities of the appropriate agencies and institutions of higher learning, academically, administratively, and fiscally, with the objective of achieving the most effective and economical employment of existing education facilities and of fostering a climate of cooperation and unified endeavor in the field of public higher education;

- Set standards to be followed by the public institutions of higher education for the reciprocal acceptance of credits earned by students who transfer between said institutions;

- Secure, evaluate, compile, and tabulate data, statistics, and information on all matters pending before or of interest to the Council from agencies and institutions having custody of and responsibility therefor; and these several agencies and institutions shall respond to and comply with any reasonable request of the Council for such data, statistics, and information;

- Develop plans and programs for interstate and regional cooperation and reciprocal agreements in higher education;

- Study and make recommendations regarding the coordination of State and federal support of higher education;

- Make such other studies and reports concerning public higher education as the Governor or General Assembly may from time to time request.[1]

The Maryland Council for Higher Education has also been designated as the agency required by Section 1202 of the Higher Education Amendments of 1972 and for implementation of Title X of that Act.

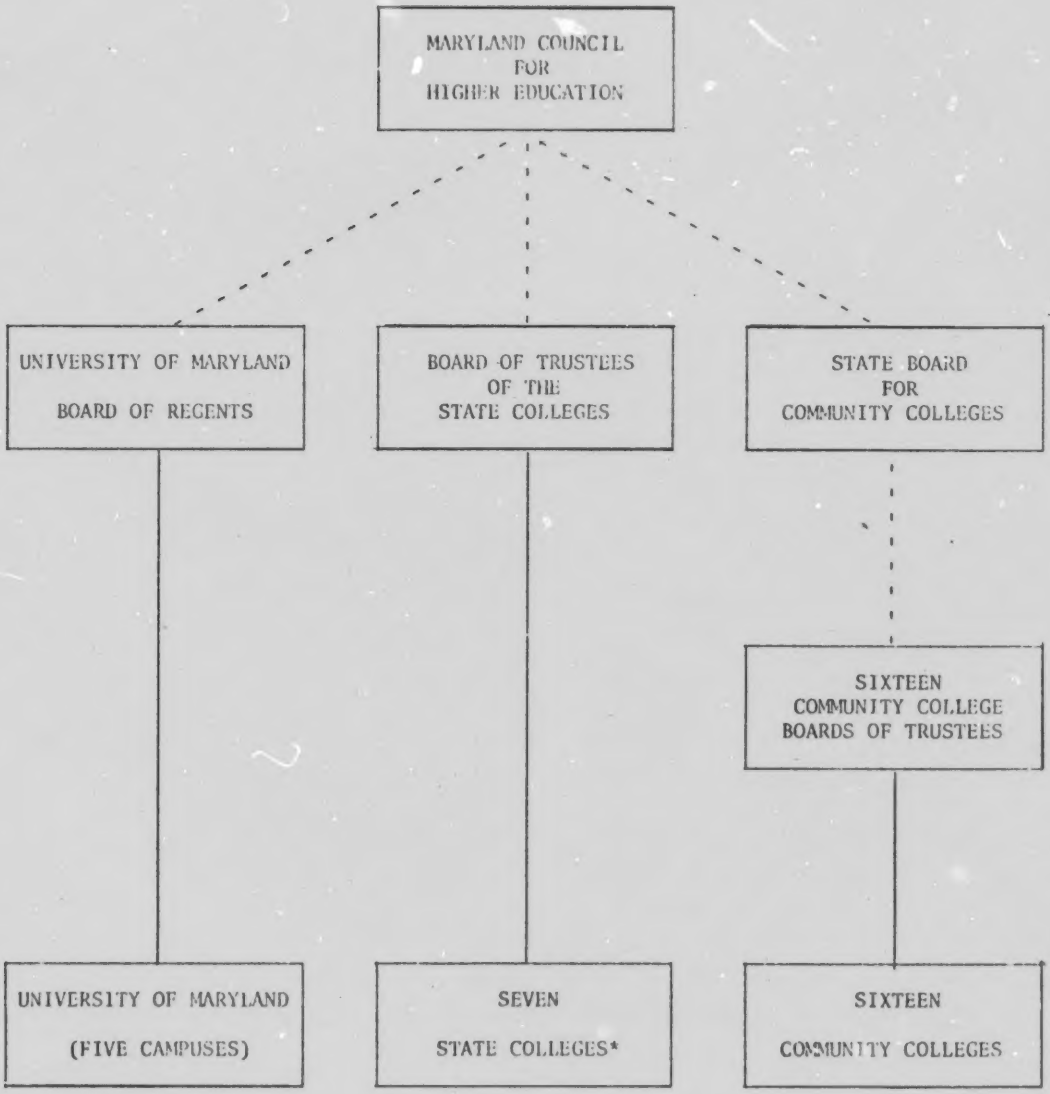
Chart 1 on page 14 illustrates the coordinating function of the Maryland Council for Higher Education. While the chart is limited to public higher education, it should be noted that the Council's coordinating function also includes private institutions. Proprietary institutions are also represented on the Council in response to the federal 1202 Commission requirements.

---

1 *The Annotated Code of Maryland*, Article 77A, Section 30(a).

Chart 1

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


MARYLAND COUNCIL FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
BOARD OF TRUSTEES OF THE STATE COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
SIXTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
SEVEN STATE COLLEGES*
SIXTEEN COMMUNITY COLLEGES

- - - Coordinating
——— Governing

* St. Mary's College has a separate board of trustees.

LEGAL MANDATE OF THE COMMUNITY COLLEGE SEGMENT

The State Board for Community Colleges, established by the General Assembly in 1969, was originally comprised of seven Maryland citizens, six of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. The State Superintendent of Schools is a permanent member of the Board by virtue of his office and provides coordination with the public school system and the State Board for State Colleges of which he is also a permanent member. In 1973 the General Assembly passed legislation to include a community college student as an eighth member for a one-year term of office to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate. Coordination with the Maryland Council for Higher Education is achieved by a member of the State Board for Community Colleges who also serves as a member of the Council.

Article 77A of *The Annotated Code of Maryland* (Appendix A) is the law which establishes and provides for the operation of the State's system of community colleges. In addition, Section 8(d) of this statute assigns the following powers, duties, and functions to the State Board for Community Colleges:

- To establish general policies for the operation of the State's community colleges;[1]
- To conduct studies on the problems of community college education;
- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;
- To review and advise upon all curriculum proposals for newly established community colleges and for proposed major additions to, or modifications of, programs in existing community colleges;
- To recommend, review, and advise upon proposals for the establishment of new community colleges;
- To coordinate relationships among the community colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;
- To facilitate the transfer of students between the community colleges and the University of Maryland, the State colleges, and other institutions of higher education;

---

[1] See Appendix B, *Operational Policies and Bylaws*.

- To coordinate relationships between the community colleges and the State and local public school systems and the private high schools in order to facilitate cooperation with them in guidance and admission of students to the community colleges and arrange for the most advantageous use of facilities;

- To establish and maintain a system of information and accounting of community college activities;

- To provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;

- To administer the State's program of support for the community colleges;

- To assist and represent the community colleges in seeking and administering federal monies available to them;

- To assist the Maryland Advisory Council for Higher Education (sic) in its preparation of plans and recommendations for the establishment and location of new facilities and programs relating to the community colleges;

- To report annually to the General Assembly on the Board's activities and the activities of the community colleges.

Commitment to the principle of local control of Maryland community colleges is historically strong. Prior to 1961 boards of education operated the community colleges on the general authority of local boards to conduct programs of adult or continuing education. In 1961 the General Assembly authorized the State Superintendent of Schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges. Legislation in 1965 authorized the establishment of regional community colleges controlled by a board of trustees drawn from boards of education sponsoring the college. In 1968 the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action, and at the present time fifteen of the community colleges are operating under separate boards of trustees. In 1969 authority to establish new community colleges was vested in the State Board for Community Colleges. In 1974 a separate local board of trustees was established for the only regional institution in the system.

Within the framework of Article 77A of *The Annotated Code of Maryland*, local boards of trustees are governing bodies with the authority:

- To establish community colleges subject to approval of the State Board for Community Colleges;

- To maintain and exercise general control over the community colleges, to keep separate records and minutes, and to adopt

reasonable rules, bylaws, or regulations to effectuate and carry out this responsibility;

- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To purchase, lease, condemn, or in any other manner acquire real and personal property deemed necessary by the board of trustees for the operation of the community college;
- To determine entrance requirements and approve curricula, subject to minimum standards fixed by the State Board for Community Colleges;
- To charge reasonable fees to students with a view to making college education available at low cost to all qualified persons;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions.

STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL STRUCTURE AND FUNCTIONS

No major changes involving the State Board's legal mandate, responsibilities, or personnel have occurred since publication of the last long-range plan. In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland. Although there is a degree of overlapping in the areas covered by these terms, there is also a measure of distinction.

The planning function of the Board includes such activities as the development of a Statewide community college master plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with numerous community college State-level organizations and State agencies, such as the Board of Public Works, the Maryland Council for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board is assuming a more active role in coordinating program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, and the sponsoring of workshops assisting community colleges to solve problems as they occur.

Leadership is exercised by the State Board in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which community colleges can meet, pointing out directions for further development, making recommendations to the General

Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems. As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges the Board recognizes that coordination is most effectively accomplished through leadership rather than through an extension of existing mandatory controls.

The State Board for Community Colleges is served by a professional staff of seven, including an Executive Director, Assistant Executive Director and Academic Program Planner, a Coordinator for Business Affairs, two Staff Specialists for Facilities Planning, a Management Information Specialist, and a Staff Specialist for Student Affairs. The professional staff is supported by four secretaries and one fiscal clerk. The Board meets monthly throughout the year.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the State Board; serves as liaison between the State Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board on State-level commissions, conferences, and committees.

The Executive Director meets monthly with the Maryland Council of Community Presidents. Their concerns are related to broad policy issues, such as pending or proposed legislation, the adoption or modification of policies by the State Board for Community Colleges, consideration of new institutions, and the preparation of updated long-range master plans.

One individual serves in a dual capacity as Assistant Executive Director and Academic Program Planner. In his role as Assistant Executive Director he serves as the administrative head of the agency in the absence of the Executive Director. The Assistant Executive Director is responsible for coordinating staff master planning efforts; he coordinates staff responsibilities involved in State Board publications; he provides staff liaison with the Maryland Council for Higher Education and the Division of Vocational-Technical Education; he coordinates staff requests for federal funds; and at the request of the Executive Director he is responsible for special assignments and studies which from time to time the State Board is directed to undertake.

The State Board's professional staff works very closely with their counterparts on the sixteen community college campuses and with administrative personnel in other State agencies. Each staff member represents the State Board for Community Colleges on selected State-level and national commissions, conferences, and committees.

The Assistant Executive Director, functioning as the Academic Program Planner for the State Board for Community Colleges, works closely with the Program Development Council which includes representation from each community college. Among its most important functions, the Council recommends criteria for State Board review of all academic programs. The Academic

Program Planner is responsible for preparing a staff analysis of each program proposal which serves as a basis for the State Board's recommendation to local governing boards regarding all proposed certificate and degree programs.

The Association of Community College Business Officers works individually and collectively with the State Board Coordinator for Business Affairs. The organization has assisted in the preparation of systemwide accounting and auditing manuals. All financial data relating to State aid for operating expenses flows from individual business officers to the State Board Coordinator for Business Affairs.

The Deans of Students develop broad policy recommendations in the student services area. The State Board Staff Specialist for Student Affairs and Services assists in the preparation of workshops, administers the State's affirmative action and desegregation programs, and assists the Deans of Students in seeking new sources of student financial aid as well as federal funds to further improve the quality of student services on community college campuses.

The State Board's Facilities Planners work cooperatively with their campus colleagues in ongoing projects to improve the facilities guidelines which govern capital project bond requests and allocations, and review in detail the project requests submitted by campus planners. On the basis of these reviews, which frequently involve modifications of the original proposal, the State Board recommends projects to the Board of Public Works for final approval and the award of State funds.

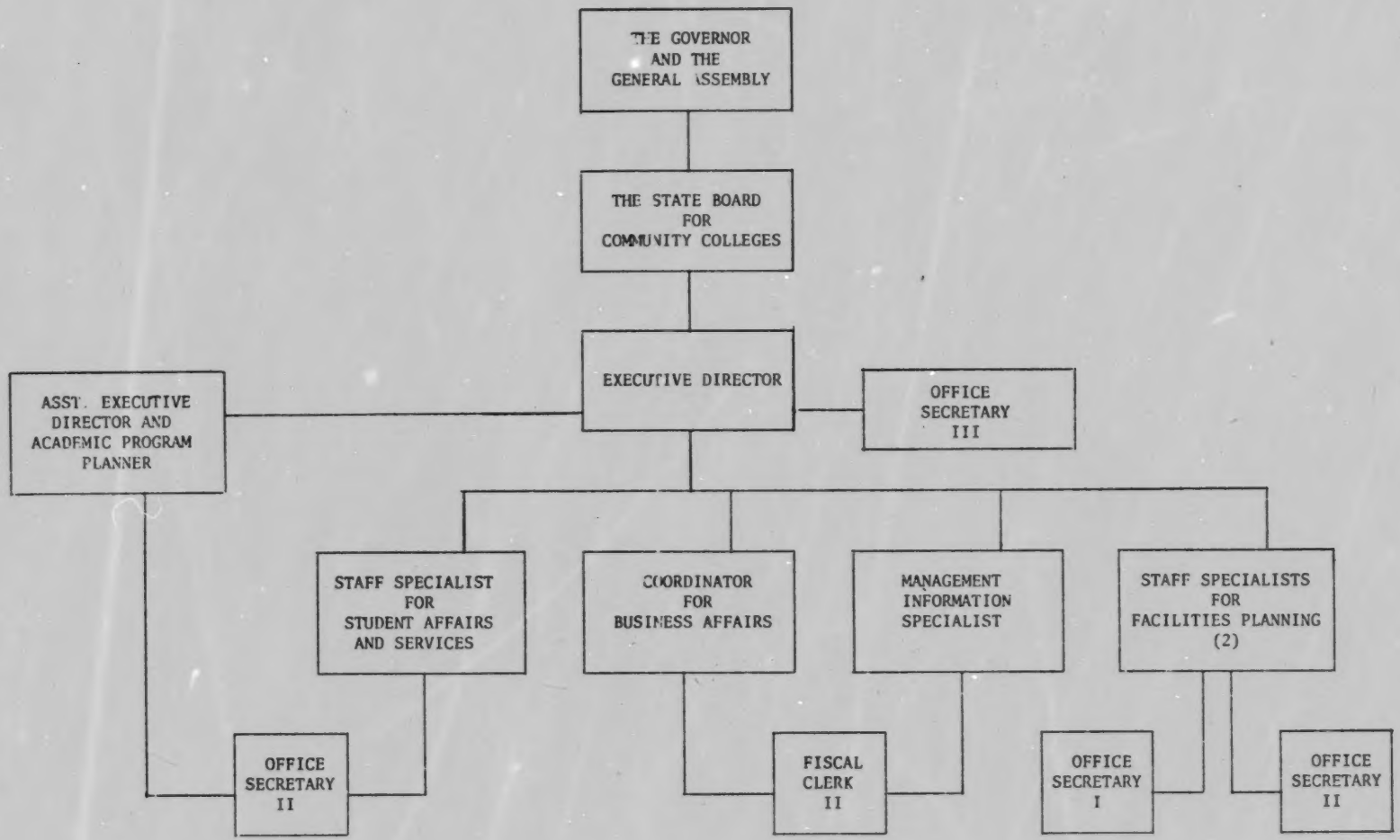
The Management Information Specialist coordinates the State-level efforts of the Community College Institutional Research Group. They conduct systemwide studies, such as the Student Follow-up Study. The Management Information Specialist collects, organizes, and publishes all statistical data of a Statewide nature, and is responsible for the development of a total management information system which will be implemented systemwide over the next five years.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the State Board membership. Support staff are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 on page 20 illustrates the internal organizational structure of the State Board for Community Colleges. As noted above each of the staff positions provides liaison and service with corresponding offices and functions at the institutional level.

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASST. EXECUTIVE DIRECTOR AND ACADEMIC PROGRAM PLANNER
OFFICE SECRETARY III
STAFF SPECIALIST FOR STUDENT AFFAIRS AND SERVICES
COORDINATOR FOR BUSINESS AFFAIRS
MANAGEMENT INFORMATION SPECIALIST
STAFF SPECIALISTS FOR FACILITIES PLANNING (2)
OFFICE SECRETARY II
FISCAL CLERK II
OFFICE SECRETARY I
OFFICE SECRETARY II

STATE BOARD FOR COMMUNITY COLLEGES

The State Board's projected operating budget is divided into two categories, general administration (Table 1), which includes the expenses involved in the operations of the State Board, and State aid to community colleges (Table 2). The general administration budget represents less than 1 percent of the total allocated to this agency. To maximize the effectiveness of its management information functions, the State Board for Community Colleges will require a data processing programmer and an additional secretary in FY 1977. The State Board will also request that the 1977 budget include funds to provide computer terminal capabilities associated with its management information system.

Currently, essential research projects of this agency are funded through federal grants. The uncertainties of this funding approach mandate that federal funds be replaced with budgeted State funds. To implement these requests, it will be necessary to exceed the budgetary limitation of 10 percent growth in the general administration category in FY 1977.

The Executive guidelines limiting projected agency budgets to a maximum of 10 percent growth is not applicable in the area of State aid for community colleges since this level of support is determined by a statutory formula related entirely to full-time equivalent student enrollment. Annual increases in State aid as noted in Table 2 are based upon growth in full-time equivalent enrollment with a statutory limitation of $700 maximum per full-time equivalent student.[1] It should be noted, however, that projections based upon $700 per full-time equivalent are unrealistic since increases in student costs make it reasonable to assume that this limitation will be increased. The impact of a change in the statutory limitation for State aid can be demonstrated by projecting an increase of $100 per full-time equivalent at the current enrollment level. Such an increase would require approximately $5,160,000 in additional State aid in FY 1977.

Table 1

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED ADMINISTRATIVE OPERATING BUDGET FISCAL YEARS 1976-1981

	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
General Administration[a]	$282,359	$308,095	$331,576	$352,056	$348,925	$372,278
General Administration[b]	$282,359	$337,894	$335,651	$377,816	$376,488	$401,700

[a] Operating budget projected within the 10 percent guideline limitation. Projections for FY 1976 through FY 1979 include $25,000 in federal grants which have been committed to this agency.

[b] Operating budget projected with an increase in excess of 10 percent for FY 1977 only. Projections for FY 1976 through FY 1979 include $25,000 in federal funds which have been committed to this agency.

[1] Two colleges operate at a statutory maximum of $1,100 per FTE in State aid.

Table 2

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED STATE AID FOR COMMUNITY COLLEGES FISCAL YEARS 1976-1981

	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
State Aid	$35,576,897[a]	$36,485,400	$39,019,000	$40,415,800	$41,461,900	$42,535,300

[a] Includes anticipated deficiency of $1,772,797 for FY 1975.

THE OPEN DOOR ADMISSIONS POLICY AS A BASIS FOR PLANNING

Policy pronouncements urging an open door admissions philosophy by community colleges have come from State-level agencies in Maryland. The Maryland Council for Higher Education in its 1968 Master Plan recommended that:

> The State has a responsibility to provide the opportunity for higher education to all students who can benefit from it. The responsibility is discharged when, within the State's ability to pay, the institutions of higher learning are accessible to the students, appropriate to their needs, and adequate for the training they desire.[1]

In 1974 The State Board for Community Colleges established a policy which stated that admission to community colleges is open:

- To all high school graduates;
- To holders of high school equivalency certificates;
- To all adults (18 years of age or older) who desire a post-high school educational experience.

Students are admitted to the institutions although not necessarily to a specific program. Community colleges may also serve high school students in cooperation with policies established by local public school systems.

Consistent with the Maryland Council's 1968 statement and the State Board's policy on admissions, this Plan, including all enrollment, program, and facilities projections, systemwide goals and objectives, as well as major policy directions, is predicated upon a continuation of the open door admissions philosophy. If the open door policy is modified, then this entire planning document must be reviewed in light of the implications of such change.

---

[1] *Master Plan for Higher Education in Maryland: Phase One*, Maryland Council for Higher Education, Baltimore, Md., 1968, p.p. 3-19.

III. COMMUNITY COLLEGE SYSTEMWIDE CONDITIONS, TRENDS, AND PROJECTIONS

Conditions, trends, and projections for community colleges systemwide in the areas of enrollment, instructional programs, facilities, and finance for the period 1975 through 1985 are contained in this chapter. Construction projections are listed in priority order for FY 1976. Since State aid to community colleges for operating expenses is based solely on a statutory formula relating to full-time equivalent student enrollment, a direct relationship between existing programs and current expenses cannot be established.

ENROLLMENT

TRENDS IN COMMUNITY COLLEGE ENROLLMENT, NATIONAL AND STATE 1960-1974

For the past fifteen years community colleges nationally have been recognized as the fastest growing segment of higher education. In Maryland, growth occurred even more rapidly than over the nation in general. The figures in Table 3 indicate that total enrollment in Maryland community colleges increased from 4,604 in 1960 to 64,679 in 1974, an increase of 1,305 percent. This rate of growth exceeded public community college growth nationally during the same period when total enrollment increased from 566,224 in 1960 to 2,932,000 in 1974, an increase of 418 percent.[1] Enrollment in Maryland community colleges accounts for 40.3 percent of the undergraduate students in both public and private higher education in Maryland. It should be noted, however, that Maryland community colleges account for a far greater percentage of the first two years of undergraduate enrollment. Community colleges now represent the normal point of entry into higher education in Maryland.

Maryland community colleges today serve more part-time than full-time students. This shift toward part-time students is consistent with national enrollment patterns and reflects the large number of students attending community colleges while employed. Table 3 summarizes the full-time, part-time, and total opening fall enrollments for the past fifteen years.

---

[1] *The Chronicle of Higher Education*, Vol. IX, No. 2, p. 8, Sep. 30, 1974.

Table 3

MARYLAND COMMUNITY COLLEGES
OPENING FALL ENROLLMENT 1960-1974

Year	Full-time	Percent Increase	Part-time	Percent Increase	Total	Percent Increase
1960	2,361	11.7	2,243	.8	4,604	5.5
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2

MARYLAND COMMUNITY COLLEGE ENROLLMENT PROJECTIONS 1975-1985

The Maryland Council for Higher Education in coordination with the State Board for Community Colleges is charged with preparing enrollment projections for Maryland community colleges as a basis for facilities planning (Appendix C). Linear enrollment projections prepared by the State Board for Community Colleges are contained in Graph 1. Projected programs and the supporting services required to serve the diverse student population are also based in part on these extrapolations.

The Maryland Council for Higher Education model for these projections utilized such factors as: actual or projected births, high school enrollment, high school graduates, migration patterns, college enrollment, and survival rates. The Maryland Council's model will be reviewed by a task force to insure that segmental projections are based upon consistent criteria and definitions.

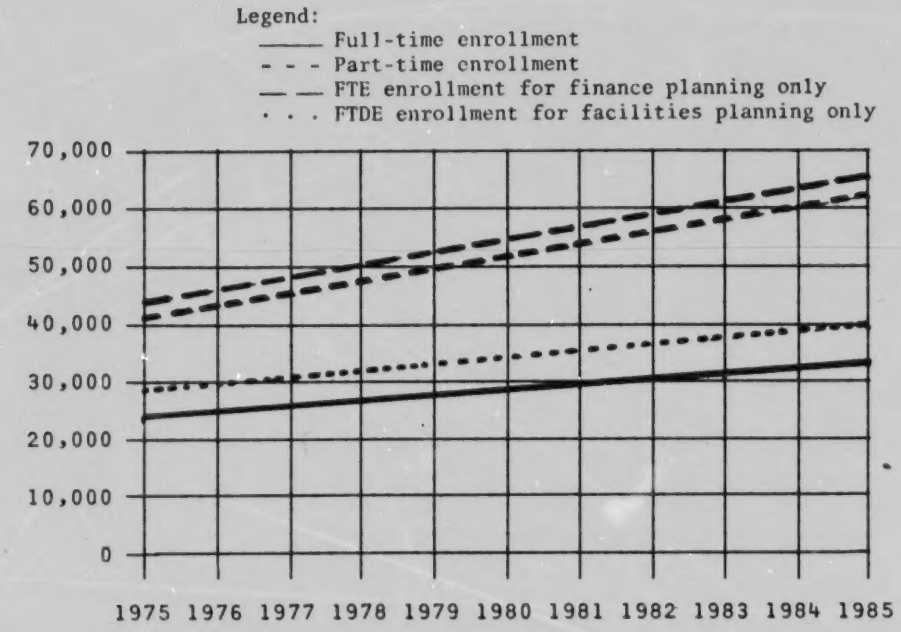
Although the projections in Graph 1 are illustrated in a linear fashion, the greatest growth in enrollment will actually occur over the next five-year period. If these projections are reached by 1985, community colleges

must plan to accommodate approximately 49 percent more full-time equivalent students than are currently enrolled.

Graph 1 illustrates that part-time enrollment will increase from 40,444 to 60,263 while full-time enrollment will increase from 24,235 to 32,494 in 1985. Over the same period, the full-time equivalent enrollment for determining current operating expenses is expected to increase from 43,881 to 65,213.[1] For FY 1975 to FY 1985, the full-time day equivalent enrollment (FTDE) for determining facilities requirements is expected to increase from 28,597 to 39,840.[2] It is expected that community college campuses currently approved or under construction will have an impact upon these projections. This impact will be evaluated as enrollment projections are revised annually. Finally, as noted previously, enrollment projections through 1985 are predicated upon a continuation of the open door admissions policy. If this policy is altered, enrollment projections must be adjusted accordingly.

Graph 1

MARYLAND COMMUNITY COLLEGES
ENROLLMENT PROJECTIONS 1975-1985[a]



[a] Projected individual college enrollments are included in Chapter VII.

[1] Full-time equivalent enrollment is determined by dividing the total annual credit hours generated by 30.

[2] Full-time day equivalent represents full-time equivalent enrollment between the hours of 8:00 a.m. and 5:00 p.m.

POPULATION SERVED BY MARYLAND COMMUNITY COLLEGES

Recent community college studies have clearly shown that the most salient characteristic of community college students is their extreme diversity in terms of individual and demographic characteristics. Students vary in age, socio-economic background, aspirations, aptitudes, financial resources, educational preparation, and interests. Community colleges are finding among their students increasing numbers of veterans, minority students, housewives, and senior citizens. Many are first generation college students, and more come from lower ability and lower socio-economic levels than is generally true of their four-year counterparts. Each of these student groups requires diverse student services. A special survey conducted by the State Board for Community Colleges in May 1973 points to this fact. The report states, "A wide variety of students are attracted to the Maryland community colleges. There is really no 'typical' student among those enrolled full-time or those attending on a part-time basis. They differ widely on any trait that can be chosen."

The recently completed Statewide *Student Follow-Up Study: First-Time Students Fall 1970* reaches a similar conclusion. It points to " . . . an increased awareness of the diverse nature of the community college student. No longer can the community college student be characterized as the traditional transfer student. The distribution of community college students over the continuum or scale of a given characteristic must be studied and described . . ."

Increasing diversity is evidenced by Table 4 which indicates that in 1974 minority students accounted for 18.1 percent of the total community college enrollment. Black students comprised 16.8 percent of the total enrollment, an increase of 6.9 percentage points since Fall 1970 when black students accounted for 9.9 percent of the total enrollment. This increase in minority enrollment is consistent with a resolution adopted by the State Board for Community Colleges on October 7, 1970 providing for equal educational opportunities to all regardless of race, religion, sex, or national origin. More recently, the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State* calls for community colleges to establish minority enrollment projections consistent with their service areas. It is also likely that attracting a new student population and providing comprehensive services designed to retain these students will result in higher per student operating costs.

Table 5 summarizes the distribution of male and female enrollment in Maryland community colleges. While in 1970 women accounted for only 38 percent of the total enrollment, in 1974 women students composed 49.5 percent of the total enrollment. In 1970 only one college had a majority of women students; in 1972 four campuses had more women than men. The 49.5 enrollment of women closely approximates the State's overall population proportion of 51 percent women.

Table 4

MARYLAND COMMUNITY COLLEGES
ENROLLMENT BY RACE FALL 1974

White		Black		American Indian		Asian		Spanish Surname		TOTAL	
F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
20,407	32,537	3,485	7,368	56	126	167	226	120	187	24,235	40,444
81.9%		16.8%		.3%		.6%		.4%		100%	

F-T = Full-time
P-T = Part-time

Table 5

MARYLAND COMMUNITY COLLEGES
ENROLLMENT BY SEX FALL 1974

Full-time		Part-time		Total	Total	
Male	Female	Male	Female	Male	Female	TOTAL
13,786	10,449	18,859	21,585	32,645	32,034	64,679
21.3%	16.2%	29.2%	33.3%	50.5%	49.5%	100%

Programs of student affairs and services are intended to complement, catalyze, and energize the student's participation in the formal academic program of the college. Because of the diversity of student bodies, many different types of services must be offered in a variety of settings and time periods. While the programs of student services are organized differently on individual campuses, the following functions generally fall within the purview of a chief campus student affairs officer: student development, counseling, orientation, admissions, financial aid, placement, health services, student activities, and athletics. Registration, scheduling and academic advisement, and developmental skills programs are generally within the student affairs division.

PROGRAMS OF INSTRUCTION

Originally the purpose of community colleges in Maryland, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, these institutions have progressively become more comprehensive in the scope of their offerings. Maryland's "Community College Law" of 1961 identified occupational education as one of the major

community college responsibilities. Occupational programs, however, were not widely available until the latter part of the decade. Continuing education, along with community and public services, represent the third major component of Maryland's comprehensive community colleges.

INSTRUCTIONAL PROGRAM DEFINITION

The Maryland Council for Higher Education defines a program as "a series of courses or other educational activities leading to a degree or certificate." Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs

Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education. Currently, some 4,200 community college students transfer annually to public higher education institutions within the State.

Occupational Programs

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet middle manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, and public service;
- Artisan, trade and service levels within each of these fields.

Within the framework of the first category of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of fifteen credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics. These latter areas of study provide students with the opportunity to develop concepts and skills necessary to improve the individual's effectiveness as a citizen as well as a worker in society. This general education component in occupational programs is transferable in Maryland, while other specialized technical credits may be transferred on a selective basis. Certificate programs must include twelve or more credits primarily of specialized content stressing the technical and/or manipulative requirements of an occupation. Generally, these programs take less than two years to complete.

CONTINUING EDUCATION, COMMUNITY AND PUBLIC SERVICE ACTIVITIES

In recent years continuing education along with community and public service activities have emerged as one of the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acqui e new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities. Many individuals enroll in courses to pursue an avocational interest or for general cultural enrichment. Continuing education courses, community and public service activities available on campuses and in facilities located throughout the community make the community college available to all citizens regardless of age, interest, or backgrcund.

In 1975 some 38,000 Maryland citizens completed approximately 1,800 continuing education and community and public service courses. In addition, hundreds of thousands of Maryland citizens participated in and attended concerts, plays, workshops, and other related activities sponsored by community colleges.

DEVELOPMENTAL STUDIES

Many students enter the community college unprepared to effectively pursue an educational objective. In response to the needs of such students, community colleges offer developmental courses designed to improve skills in oral and written communications, study, reading, and mathematics. These offerings are consistent with community college philosophy of increasing academic accessibility for all citizens.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students and their families as to the level of education required to qualify for desirable employment opportunities. This shift is reflected in national projections predicting that throughout the next decade 80 percent of available jobs will require less than the bachelor's degree.[1] The State Board for Community Colleges from 1970-1974 endorsed 156 new degree and certificate programs for Maryland community colleges. Of these, 143 were degree and certificate occupational programs while only thirteen were intended primarily for transfer. In 1974 the sixteen community colleges offered an aggregate of 595 degree and certificate programs of which 359 were primarily occupational and 236 were intended for transfer. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent in 1969 to 37 percent in 1974. The

---

1 *New Students and New Places*, Policies for the Growth and Development of Higher Education, Carnegie Commission Report, 1971.

number of occupational certificates awarded increased from 117 in the 1970-1971 academic year to 252 in the 1973-1974 academic year. It should also be noted that over the past five years community colleges have taken action to delete 26 programs which failed to meet stated objectives (Appendix D).

Table 6 summarizes the projected community college programs for the period Fall 1976 - Fall 1980. Of the 274 programs, 257 are primarily intended to prepare the student for immediate employment while 17 are designed for students who expect to transfer to baccalaureate institutions. The majority of the occupational programs are in the business, health, public service, and engineering related areas. Although the colleges expressed a preliminary interest in developing these programs, previous experience indicates that changing conditions, including budgetary restraint, will likely reduce the number of programs actually introduced over the five-year period. A listing of the program projections by individual institutions is included in Chapter VII.

Table 6

MARYLAND COMMUNITY COLLEGES
CLASSIFICATION OF PROJECTED COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS
FALL 1976 - FALL 1980

HEGIS Classification	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980	TOTAL
4900 Interdisciplinary Studies (Includes all transfer programs)	3	5	6	-	3	17
5000 Business and Commerce Technologies	22	13	16	11	7	69
5100 Data Processing Technologies	-	1	1	-	-	2
5200 Health Services and Paramedical Technologies	13	10	11	17	10	61
5300 Mechanical and Engineering Technologies	7	16	8	20	10	61
5400 Natural Science Technologies	7	3	14	5	5	34
5500 Public Service Related Technologies	7	6	4	9	4	30
TOTAL	59	54	60	62	39	274

MANPOWER STUDIES

Community college planners must have accurate manpower data if their programs are to meet the needs of the citizens, the local political subdivisions, and the State. Statewide manpower studies currently available are inadequate for program planning purposes. To meet this critical requirement, it is recommended that authority and responsibility be assigned to a single Statewide agency to prepare and publish State and regional manpower studies on an ongoing basis. Using these data, the State Board for Community Colleges will assist the community colleges in relating manpower requirements to viable educational programs. Manpower information also assists individual students to plan their programs realistically. These combined efforts are the best assurance that community colleges will provide a pool of trained manpower to meet the diverse needs of the State's economy.

FINANCING CURRENT OPERATIONS

Continued and increased financial support over the past twenty-nine years clearly demonstrates the commitment of Maryland citizens to community college education. From the beginning both the local political subdivisions and the State have shared in the funding of community colleges. Students have generally contributed a lesser percentage through tuition payments.

For many years only a few thousand dollars from local school boards, supplemented by modest sums from the State, were required to finance Maryland community colleges. However, this situation changed dramatically in the early 1960's. Greatly increased enrollment demands led to the establishment of new community colleges and the expansion of physical facilities and the introduction of more costly technical curricula. These factors, coupled with inflation, have increased the net operating funds required by Maryland's community colleges to $75,607,597 in FY 1975.

CURRENT FUNDING FORMULA

The funding formula for Maryland community colleges calls for each institution to initiate its budget and for the political subdivision to set the level of financial support within which the local college must operate. Currently, the State provides 50 percent of the net operating cost not to exceed $700 per full-time equivalent student. The local political subdivision provides 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total cost exceeds $1,400 per full-time equivalent student (in 1975 all of the community colleges will exceed $1,400), the local subdivision and the students bear the additional cost.

Legislation was enacted in 1972 and expanded in 1973 to provide additional State aid for two of the smaller community colleges. For these institutions, the State contributes 55 percent of a maximum of $2,000 per full-time

equivalent student. The local political subdivision contributes 28 percent with the student share set at 17 percent. In 1975 each of the two colleges operating within this special formula exceeded $2,000 per full-time equivalent student.

PROJECTED NET OPERATING COSTS

The data contained in Table 7 are projections based upon previous college costs, anticipated full-time equivalent enrollment, and an overall inflationary factor which approximates 4.5 percent annually. They include only net operating expenditures and project individual and systemwide community college operating costs for FY 1975 through FY 1985. Table 7 also includes actual expenditures for FY 1973 - FY 1974. Included in the costs are summer sessions and those continuing education courses which are eligible for State assistance.

The summary of projected net expenditures in Table 7, ranging from $75,607,597 Statewide for the current fiscal year to $174,717,947 in 1985, does not indicate the sources from which the funds originate. Net expenditures include only dollars expended from State, local, and student sources. The estimated college expenses are determined in Table 7 by multiplying the projected full-time equivalent students by the projected cost per full-time equivalent.

It should be noted that individual college enrollments may change significantly due to local conditions. The current State funding formula will automatically adjust to such changes so that State aid payments always reflect actual enrollments. Since these data are designed primarily to determine systemwide funding requirements, local political subdivisions should not approve community college budgets based solely upon these projections.

Planning based upon projections in a rapidly changing environment is hazardous. Through the use of a discipline cost analysis now being developed, the updating of projected costs will be more precise. To secure the greatest possible accuracy, the State Board for Community Colleges will annually revise all projections at the time of the submission of community college budgets to the Governor and the General Assembly.

Table 7

MARYLAND COMMUNITY COLLEGES
ACTUAL AND ESTIMATED
FULL-TIME EQUIVALENT NET CURRENT OPERATING EXPENSES[a]
AND COST PER FULL-TIME EQUIVALENT STUDENT

College	FY 1973 FTE	FY 1973 Cost Per FTE	FY 1973 Net Expenses	FY 1974 FTE	FY 1974 Cost Per FTE	FY 1974 Net Expenses
Allegany	1,071	$1,455	$ 1,558,305	1,337	$1,392	$ 1,861,104
Anne Arundel	2,378	1,431	3,402,918	2,746	1,542	4,234,332
Baltimore	4,277	1,384	5,919,368	4,183	1,531	6,404,173
Catonsville	4,427	1,629	7,211,583	4,730	1,742	8,239,660
Cecil	357	1,455	519,435	423	1,486	628,578
Charles	903	1,728	1,560,384	818	2,004	1,639,272
Chesapeake	461	1,958	902,638	445	2,175	967,875
Dundalk	440	2,404	1,057,760	767	1,745	1,338,415
Essex	3,660	1,537	5,625,420	4,123	1,633	6,732,859
Frederick	790	1,543	1,218,970	962	1,629	1,567,098
Garrett	193	2,176	419,968	316	2,001	632,316
Hagerstown	1,102	1,371	1,510,842	1,228	1,488	1,827,264
Harford	2,021	1,406	2,841,526	2,177	1,552	3,378,704
Howard	671	2,099	1,408,429	882	1,904	1,679,328
Montgomery	7,393	1,855	13,714,015	7,606	1,924	14,633,944
Prince George's	5,531	1,552	8,584,112	6,343	1,361	8,632,823
TOTAL	35,675	$1,610[b]	$ 57,455,673	39,086	$1,648[b]	$ 64,397,745

College	FY 1975 FTE	FY 1975 Cost Per FTE	FY 1975 Net Expenses	FY 1976 FTE	FY 1976 Cost Per FTE	FY 1976 Net Expenses
Allegany	1,452	$1,440	$ 2,090,880	1,460	$1,527	$ 2,229,420
Anne Arundel	3,184	1,831	5,829,904	3,488	1,931	6,735,328
Baltimore	5,295	1,531	8,106,645	5,733	1,630	9,344,790
Catonsville	5,053	1,683	8,504,199	5,495	1,785	9,808,575
Cecil	688	1,512	1,040,256	764	1,561	1,192,604
Charles	1,255	2,010	2,522,550	1,386	2,136	2,960,496
Chesapeake	464	2,140	992,960	472	2,600	1,227,200
Dundalk	1,019	1,876	1,911,644	1,147	1,922	2,204,534
Essex	4,494	1,627	7,311,738	4,873	1,689	8,230,497
Frederick	1,080	1,630	1,760,400	1,195	1,673	1,999,235
Garrett	420	2,068	868,560	425	2,150	913,750
Hagerstown	1,360	1,715	2,332,400	1,481	1,842	2,728,002
Harford	2,212	1,604	3,548,048	2,437	1,681	4,096,597
Howard	1,132	1,981	2,242,492	1,242	2,109	2,619,378
Montgomery	7,986	1,965	15,692,490	8,748	2,052	17,950,896
Prince George's	6,787	1,599	10,852,413	7,433	1,706	12,680,698
TOTAL	43,881	$1,723[b]	$ 75,607,579	47,779	$1,819[b]	$ 86,922,000

College	FY 1977 FTE	Cost Per FTE	Net Expenses	FY 1978 FTE	Cost Per FTE	Net Expenses
Allegany	1,465	$ 1,613	$ 2,363,045	1,470	$ 1,702	$ 2,501,940
Anne Arundel	3,797	2,027	7,696,519	4,075	2,128	8,671,600
Baltimore	6,222	1,728	10,751,616	6,670	1,830	12,206,100
Catonsville	5,964	1,885	11,242,140	6,394	1,939	12,397,966
Cecil	825	1,604	1,323,300	883	1,647	1,454,301
Charles	1,525	2,260	3,446,500	1,645	2,390	3,931,550
Chesapeake	480	2,860	1,372,800	488	3,120	1,522,560
Dundalk	1,268	1,959	2,484,012	1,369	1,997	2,733,893
Essex	5,293	1,746	9,241,578	5,676	1,805	10,245,180
Frederick	1,320	1,710	2,257,200	1,424	1,746	2,486,304
Garrett	430	2,250	967,500	435	2,362	1,027,470
Hagerstown	1,630	1,971	3,212,730	1,755	2,107	3,697,785
Harford	2,662	1,755	4,671,810	2,860	1,831	5,236,660
Howard	1,372	2,236	3,067,792	1,480	2,369	3,506,120
Montgomery	9,371	2,135	20,007,085	10,041	2,218	22,270,938
Prince George's	7,978	1,811	14,448,158	8,549	1,923	16,439,727
TOTAL	51,602	$1,910[b]	$ 98,553,785	55,214	$1,998[b]	$110,330,094

College	FY 1979 FTE	Cost Per FTE	Net Expenses	FY 1980 FTE	Cost Per FTE	Net Expenses
Allegany	1,475	$ 1,785	$ 2,632,875	1,480	$ 1,904	$ 2,817,920
Anne Arundel	4,228	2,219	9,381,932	4,334	2,315	10,033,210
Baltimore	6,914	1,927	13,323,278	7,093	2,013	14,278,209
Catonsville	6,628	2,086	13,826,008	6,799	2,177	14,801,423
Cecil	915	1,682	1,539,030	939	1,733	1,627,287
Charles	1,709	2,511	4,291,299	1,752	2,614	4,579,728
Chesapeake	496	3,380	1,676,480	504	3,640	1,834,560
Dundalk	1,423	2,024	2,880,152	1,456	2,109	3,070,704
Essex	5,885	1,853	10,904,905	6,036	1,934	11,673,624
Frederick	1,480	1,773	2,624,040	1,517	1,853	2,811,001
Garrett	440	2,480	1,091,200	445	2,604	1,158,780
Hagerstown	1,783	2,254	4,018,882	1,869	2,412	4,508,028
Harford	2,967	1,899	5,634,333	3,043	1,983	6,034,269
Howard	1,537	2,494	3,833,278	1,576	2,602	4,100,752
Montgomery	10,433	2,292	23,912,436	10,713	2,394	25,646,922
Prince George's	8,889	2,028	18,026,892	9,133	2,119	19,352,827
TOTAL	57,202	$2,091[b]	$119,597,020	58,689	$2,186[b]	$128,329,244

College	FY 1981 FTE	FY 1981 Cost Per FTE	FY 1981 Net Expenses	FY 1985 FTE	FY 1985 Cost Per FTE	FY 1985 Net Expenses
Allegany	1,485	$ 2,010	$ 2,984,850	1,505	$ 2,397	$ 3,607,485
Anne Arundel	4,456	2,420	10,783,520	4,808	2,889	13,890,312
Baltimore	7,286	2,106	15,344,316	7,873	2,640	20,784,720
Catonsville	6,984	2,276	15,895,584	7,546	2,801	21,136,346
Cecil	963	1,780	1,714,140	1,043	1,939	2,022,377
Charles	1,806	2,734	4,937,604	1,938	3,115	6,036,870
Chesapeake	512	3,900	1,996,800	528	4,940	2,608,320
Dundalk	1,505	2,205	3,318,525	1,612	2,321	3,741,452
Essex	6,204	2,023	12,550,692	6,699	2,212	14,818,188
Frederick	1,566	1,939	3,036,474	1,677	1,968	3,300,336
Garrett	450	2,734	1,230,300	470	3,584	1,684,480
Hagerstown	1,927	2,581	4,973,587	2,069	2,967	6,138,723
Harford	3,131	2,062	6,456,122	3,373	2,419	8,159,287
Howard	1,626	2,721	4,424,346	1,743	3,066	5,344,038
Montgomery	10,970	2,504	27,468,880	11,852	2,825	33,481,900
Prince George's	9,344	2,216	20,706,304	10,477	2,669	27,963,113
TOTAL	60,215	$2,289[b]	$137,822,044	65,213	$2,679[b]	$174,717,947

[a] Net current operating expenses are current operating expenses as defined in Section 7, Article 77A of *The Annotated Code of Maryland*.

[b] Statewide weighted averages.

Note: Local community college budget approval should not be based solely on these projections.

Note: Full-time equivalent students do not include out-of-state students.

FUNDING SOURCES

Data contained in Table 8 reflect the projected distribution of revenues using the totals in Table 7 as a base. The distribution of revenues is also based upon the current statutory formula of 50 percent State aid, 28 percent local funds, and 22 percent student tuition.[1] Historical precedent indicates that the statutory dollar limitation in State aid will likely increase. Therefore, the distribution of revenues as outlined in Table 8 assumes that the State will not be restricted to the current statutory dollar limitation in its 50 percent share of net operating costs.

[1] Also includes 55-28-17 percent distribution in the two small colleges.

Table 8

MARYLAND COMMUNITY COLLEGES
DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
NOT LIMITED TO STATUTORY MAXIMUM

	FY 1975		FY 1976	
Tuition	$ 16,633,667	22%	$ 19,122,840	22%
Counties	21,170,122	28	24,338,160	28
State	37,803,790	50	43,461,000	50
TOTAL	$ 75,607,579	100%	$ 86,922,000	100%

	FY 1977		FY 1978	
Tuition	$ 21,681,832	22%	$ 24,272,621	22%
Counties	27,595,060	28	30,892,426	28
State	49,276,893	50	55,165,047	50
TOTAL	$ 98,553,785	100%	$110,330,094	100%

	FY 1979		FY 1980	
Tuition	$ 26,311,344	22%	$ 28,232,434	22%
Counties	33,487,166	28	35,932,188	28
State	59,798,510	50	64,164,622	50
TOTAL	$119,597,020	100%	$128,329,244	100%

	FY 1981		FY 1985	
Tuition	$ 30,320,850	22%	$ 38,437,949	22%
Counties	38,590,172	28	48,921,025	28
State	68,911,022	50	87,358,973	50
TOTAL	$137,822,044	100%	$174,717,947	100%

GUIDELINES FOR FUTURE FISCAL PLANNING

As more sophisticated management practices are introduced into the community colleges, there will be a greater capability of relating the financing of educational programs to the outcomes they generate. Accounting procedures now being refined embody the principles of a planning, programming, and budgeting system that would make visible to the General Assembly, local governments, and to the public what they are receiving for the investment that is being made.

Community colleges should continue to be recognized as a shared public responsibility. Their programs and educational opportunities should be available at the lowest cost possible to both full-time and part-time students. Nowhere within the State should educational opportunity be primarily dependent upon the taxpaying ability of local governments.

PHYSICAL FACILITIES

Establishing new community colleges, determining the need and location for new community college campuses, formulating educational requirements, and initiating planning for new facilities are all responsibilities of community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State guidelines for community college facilities planning, has the authority to review all plans for new facilities. The State Board solicits the comments of the Maryland Council for Higher Education, the Department of State Planning, and the Department of General Services and after review by its own staff makes recommendations on the advisability of capital projects to the State Board of Public Works which has the final authority for all State funded capital projects. The State Board is also charged with the responsibility to develop within its Master Plan detailed physical facilities requirements and projections of capital funds necessary to finance them.

INVENTORY OF EXISTING FACILITIES

Table 9 is an inventory of existing community college facilities. The total net assignable square feet of educational space by category of use in the sixteen community colleges over a three-year period indicates an increase of 33.2 percent, from 1,675,575 total net assignable square feet in FY 1970 to 2,231,262 net assignable square feet in FY 1974.

PROJECTED FACILITIES REQUIREMENTS FOR FISCAL YEARS 1976 THROUGH 1985

Table 10 includes an inventory of present and projected net assignable square feet for Maryland community colleges through 1985. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect anticipated full-time day equivalent enrollments at each institution through 1985.

It should be noted that the majority of the projected facility requirements stem from anticipated enrollment growth. This growth will occur in those suburban areas where large populations already exist and building programs are currently lagging behind schedule. Therefore, the State Board for Community Colleges and the affected institutions should move expeditiously to implement projected facilities programs.

Table 9

MARYLAND COMMUNITY COLLEGES
INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM
FISCAL YEARS 1971 - 1974

College	Class-room	Labora-tory	Office	Study	Special Use	General Use	Support-ing	Health Care	Un-assigned	Total
Allegany	13,177	29,029	14,256	13,924	27,753	20,284	5,003	-	-	123,426
Anne Arundel	30,371	53,516	31,598	8,811	25,759	8,857	9,793	-	-	168,705
Baltimore	29,045	47,900	34,753	19,289	28,921	32,070	9,758	741	841	203,318
Catonsville	46,430	33,376	51,893	25,852	56,555	22,524	5,867	438	3,951	246,886
Cecil	9,476	4,274	2,960	4,117	2,439	2,603	1,962	-	-	27,831
Charles	9,685	13,376	12,783	4,557	26,964	6,440	6,593	-	-	80,398
Chesapeake	11,763	16,539	11,859	6,871	16,085	9,558	1,362	-	-	74,037
Dundalk	6,403	5,000	11,259	4,150	-	6,784	1,089	300	-	34,985
Essex	25,362	30,222	32,852	22,081	68,035	39,985	5,782	-	-	224,319
Frederick	11,132	9,809	11,198	9,070	17,378	9,736	1,657	-	9,732	79,712
Garrett	8,334	3,356	4,826	2,876	8,717	5,952	273	141	-	34,475
Hagerstown	16,632	26,531	17,340	12,965	16,924	6,553	4,036	214	5,756	106,951
Harford	16,674	25,352	18,175	6,655	31,059	21,305	4,706	491	-	124,417
Howard	8,752	12,315	10,530	6,195	1,174	4,493	1,603	-	3,366	48,428
Montgomery:										
Rockville	52,605	95,173	76,762	55,029	64,519	53,315	11,624	463	-	409,490
Takoma Park	9,456	17,111	16,638	6,419	603	10,713	2,576	25	155	63,696
Prince George's	28,516	49,749	31,100	4,000	22,366	34,221	10,236	-	-	180,188
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	323,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,051,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

Note: The decrease in net assignable square feet for study areas represents a change in the facilities guidelines. Previously, institutions were allowed 25 percent of study processing area as office space, thereby removing library office from the 300 or office category in physical facilities inventories. However, the colleges are reclassifying these library spaces as regular office spaces. This procedure results in a more accurate facilities inventory.

Table 10

MARYLAND COMMUNITY COLLEGES
INVENTORY OF PRESENT AND PROJECTED NET ASSIGNABLE SQUARE FEET

College	Existing NASF FY 1975[e]	NASF/FTDE FY 1975	In Process[a]	Projected Total FTDE FY 1980	Projected NASF in FY 1980	NASF/FTDE FY 1980	Projected FTDE FY 1985	Projected Total NASF FY 1985	NASF/FTDE FY 1985
Allegany	157,026	206.56	-	857	157,026	183.18	788	157,026	199.22
Anne Arundel	168,705	80.76	45,905	2,693	230,410	85.56	2,780	230,410	82.88
2nd Campus[c]									
Baltimore:									
Liberty Heights	203,318	64.77	22,583	2,067	225,901	109.29	1,408	225,901	160.44
Harbor	-	-	119,728	1,600	119,728	74.83	2,400	119,728	49.89
Baltimore County:									
Catonsville	246,886	78.38	65,109	3,644	317,995	87.27	3,660	317,995	86.88
Dundalk	34,985	67.54	41,257	866	97,485	112.57	1,110	97,485	87.82
Essex	216,543	65.15	70,681	3,567	299,894	84.07	3,654	299,894	82.07
4th Campus[c]									
Cecil	27,831	87.24	-	345	60,133	174.30	421	60,133	142.83
Charles	80,398	136.73	26,643	1,009	107,041	106.09	1,193	115,361	96.70
Chesapeake	74,037	245.97	22,000	314	96,037	305.85	320	96,037	300.12
Frederick	78,258	143.86	-	691	78,258	113.25	700	86,578	123.68
Garrett	34,475	287.51	-	125	34,475	259.91	127	34,475	255.81
Hagerstown	105,463	113.04	2,900	1,189	120,383	101.25	1,210	122,233	101.02
Harford	124,507	107.80	36,394	1,518	160,901	105.99	1,573	160,901	102.29
Howard	48,428	75.23	70,794	1,186	119,222	100.52	1,643	119,222	72.56
Montgomery:									
Takoma Park	63,696[d]	48.22	123,633	1,750	151,323	86.47	1,750	175,323	100.18
Rockville	409,490	74.22	-	4,950	419,490	84.75	4,950	419,490	84.75
Germantown[b]	-	-	-	1,400	106,875	76.34	1,400	106,875	75.34
4th Campus[c]	-	-	-	1,105	94,000	85.07	1,615	123,000	76.16
Prince George's:									
Largo	180,188	42.88	127,520	5,226	399,063	76.36	4,990	399,063	79.97
Clinton[b]	-	-	-	1,074	74,000	68.90	1,074	74,000	68.90
3rd Campus[c]	-	-	-	-	-	-	1,074	74,000	68.90
TOTAL	2,254,234		775,147	37,176	3,469,640		39,840	3,615,130	

[a] Under design or construction. [b] Planned campus; recommended by State Board for Community Colleges.
[c] Potential campus; under examination by State Board for Community Colleges.
[d] Existing 20,067 NASF in Science and Library buildings under contract for alteration included in 123,633 NASF now in progress. The remaining 43,629 NASF is scheduled to be razed.
[e] This table includes NASF for existing temporary facilities not included in Table 9.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it will be necessary to construct additional campuses. Map 1 indicates present, planned, and potential campuses as well as potential locations for new community colleges. On the basis of projected space requirements as indicated in Table 10, the State Board for Community Colleges has approved the establishment of one additional campus in Montgomery County, in the Germantown area, in 1978 and one additional campus in Prince George's County, in the Clinton area, in 1978. Beyond this, the State Board plans to continue close examination of the need for a fourth campus in Montgomery County, a third campus in Prince George's County, and an additional campus in Anne Arundel County. Although northern Baltimore County has a large geographic area not currently served by a community college, this area should be served by a satellite campus from an existing Baltimore County college until such time as there is sufficient population to warrant an additional campus.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

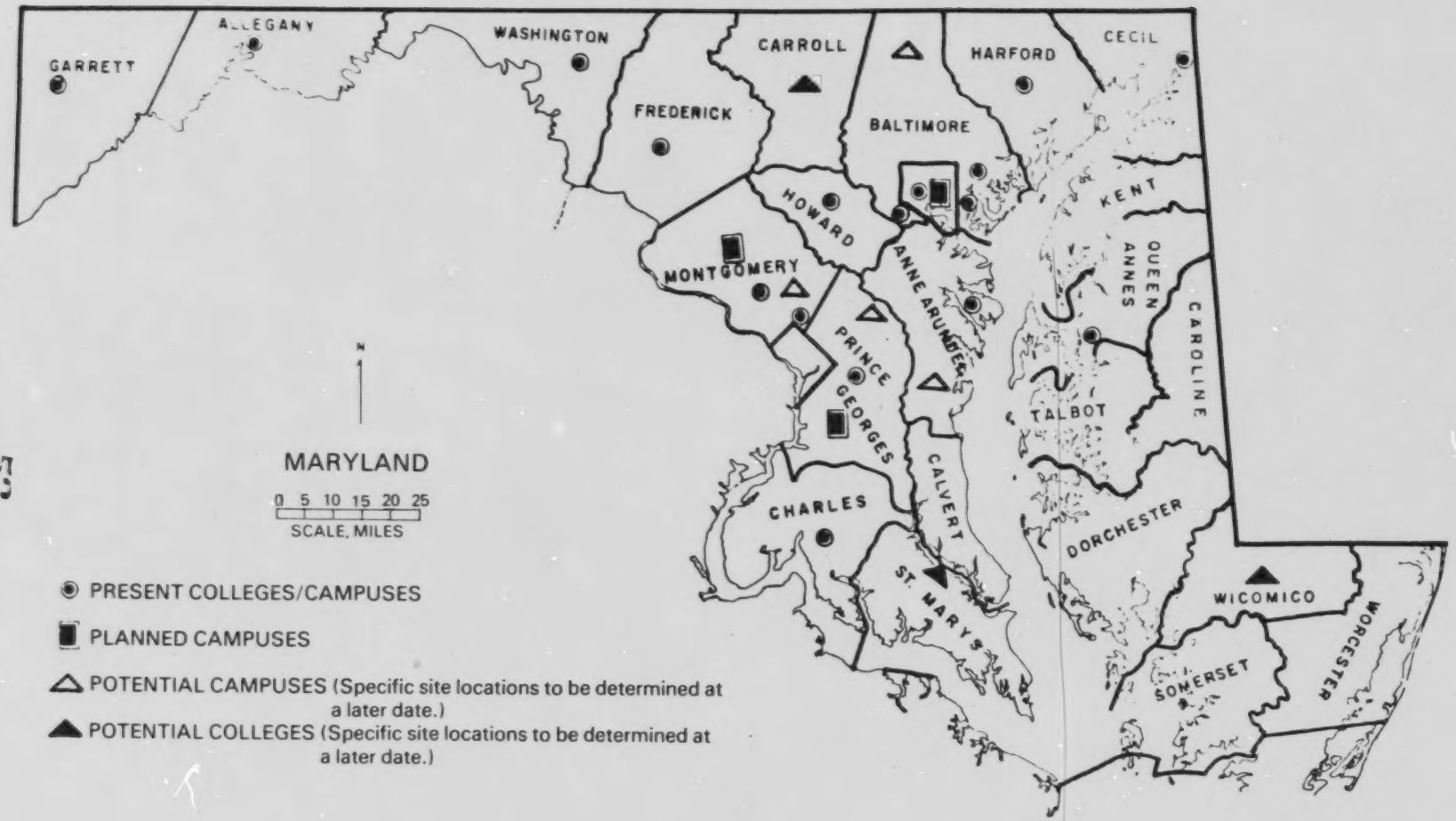
POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

Currently 17 of the 24 political subdivisions in Maryland are served by a community college. Over 95 percent of the total State population resides in these counties and Baltimore City. Map 1, however, indicates that three sizable geographic areas do not have a community college: (1) the lower Eastern Shore, including Wicomico, Worcester, Dorchester, and Somerset Counties; (2) St. Mary's and Calvert Counties; and (3) Carroll County. Studies are currently underway in these areas to examine the need for providing community college services. Using the State average of percent of political subdivision population currently enrolled in the sixteen community colleges (1.69 percent), the areas of the State noted above could generate a headcount enrollment of 4,838 by 1980. This total is not included in any other enrollment projection or statement of need in this Plan.

Published national guidelines for the establishment of new community colleges vary in their determination of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines now state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Using projected enrollment potentials alone, Carroll County, the combined four counties on the

Map 1

MARYLAND COMMUNITY COLLEGES



52

lower Eastern Shore, and the two-county area in Southern Maryland each project a full-time equivalent student enrollment of 700 within five years. Local political subdivisions must initiate and forward to the State Board any request for the introduction of new community colleges or new campuses of existing institutions.

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college utilizing existing facilities. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish satellite centers in the county.

Use of the latter alternative can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to: (1) discontinue the experiment if the response indicates that community college instruction is unwanted; (2) continue the use of a satellite campus indefinitely (or for an additional trial period); or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projections which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State aid.

Prior to July 1, 1975 the capital construction bonds for Maryland community colleges limited State aid to 50 percent of $6,000 per full-time day equivalent. In those instances where the public school formula was utilized, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time day equivalent using the following formula:

> $6,000 multiplied by the projected full-time day equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this act. The result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

This limit includes construction costs, architect-engineer fees, site purchases, furniture, and equipment.

PAST AND PROJECTED COSTS OF STATE PARTICIPATION IN CAPITAL CONSTRUCTION

The Maryland General Assembly authorized $101,000,000 in State capital construction bonds for community colleges in the period FY 1961 - FY 1974. Of this total, State bonds in the amount of $70,263,000 were actually sold by November 1, 1974. Table 11 indicates that $87,002,455 of the $101,000,000 was allocated to the individual institutions by the Board of Public Works. Of this total, $63,728,108 was actually expended through January 1, 1975. The difference of $23,274,347 represents construction in process but not yet completed.

Table 11

MARYLAND COMMUNITY COLLEGES
PAST AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES[a]

College	State Bond Authorizations FY 1961-1974 Allocated	Expended	Projected Requirements FY 1976-1985
Allegany	$ 2,855,666	$ 2,855,666	$ -
Anne Arundel:			
Arnold	7,061,618	6,191,838	1,595,788[c]
2nd Campus[d]	(Bond requirement not projected)		
Baltimore:			
Liberty Heights	2,809,068	2,799,785	282,647
Inner Harbor	7,245,171	4,848,003	-
Baltimore County:			
Catonsville	8,878,948	6,162,380	1,154,000
Dundalk	2,473,080	1,413,885	1,065,984[c]
Essex	9,157,862	7,125,947	850,000
4th Campus[d]	(Bond requirement not projected)		
Cecil	828,174	714,474	833,436[c]
Charles	3,805,802	2,397,911	[c]
Chesapeake	5,052,794	2,844,313	-
Frederick	2,297,916	2,097,609	[c]
Garrett	812,500	812,500	[c]
Hagerstown	2,216,203	1,944,974	1,070,550
Harford	4,217,482	3,248,473	731,246
Howard	3,704,621	1,725,267	1,632,165
Montgomery:			
Takoma Park	3,949,821	1,154,277	1,300,179
Rockville	9,162,875	9,131,571	807,000
Germantown[b]	991,190	-	4,278,306
4th Campus	-	-	6,459,838
Prince George's:			
Largo	8,796,664	5,574,235	6,889,250
Clinton[b]	685,000	685,000	3,382,600
3rd Campus[d]	-	-	4,295,900
TOTAL	$87,002,455	$63,728,108	$36,629,189

[a] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

[b] Planned campus.

[c] Additional facilities desired by college and eligible under guidelines; however, statutory limitation precludes further expenditures until ten-year projection is increased.

[d] Potential campus subject to further study and approval at local and State levels.

[e] Because of the $10,631,526 remaining from previous bond issues (excluding regional), net projected State bond requirement is $25,997,663 for the decade ahead. This total does not include potential colleges in political subdivisions not currently served by a community college.

Column 3 of Table 11 also summarizes the projected allocation requests by institutions for the period FY 1976 - FY 1985. The total projected for this period is $36,629,189 of which $13,578,732 is available from previous bond authorizations. Of the $13,578,732, a total of $2,947,206 is designated specifically for regional colleges leaving $10,631,526 which can be used throughout the rest of the system. Thus, the projected net State bond requirement for the period FY 1976 - FY 1985 is $25,997,663.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VII. These projections are based upon 1976 dollars and will be updated annually. State appropriations for community college construction averaged $7.2 million annually since FY 1961. Table 12 summarizes the projected State bond requirements for the period FY 1976 - FY 1985.

Table 12

MARYLAND COMMUNITY COLLEGES
PROJECTED BOND REQUIREMENTS[a]
FISCAL YEARS 1976-1985

FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1985	TOTAL
$20,000,000	$3,000,000	$2,000,000	$500,000	$305,451	$10,823,738	$36,629,189

[a] The $20,000,000 in FY 1976 includes funds remaining from previous bond bills as well as an anticipated $10,000,000 to be provided by the 1975 Session of the General Assembly.

CONSTRUCTION PRIORITIES

Table 13 lists in priority order the community college systemwide construction projects for FY 1976. This tentative priority list for the 1975 bond bill was based on the weighted ranking system approved by the State Board for Community Colleges and is subject to change following the passage of the bonding authorization by the Maryland General Assembly. Priorities are established annually.

Table 13

MARYLAND COMMUNITY COLLEGES
CONSTRUCTION PRIORITIES FISCAL YEAR 1976

Priority	College	Project	Total Cost	State Share
1	Catonsville	Humanities-Classroom Furniture & Equipment	$ 200,000	$ 100,000
2	Anne Arundel	Administration Furniture & Equipment	80,000	40,000
3	Dundalk	Physical Education Furniture & Equipment	100,000	50,000
4	Catonsville	Administration-Faculty Office Addition Furniture & Equipment	100,000	50,000
5	Anne Arundel	Theater Furniture & Equipment	22,287	11,143
6	Prince George's	Largo - Library Design, Construction Furniture & Equipment	4,350,000	2,175,000
7	Prince George's	Clinton - Library Design, Construction	8,530,500	4,265,250
8	Prince George's	Central Administration & Media Design, Construction	2,886,500	1,443,250
9	Anne Arundel	Library Alterations Design, Construction	680,036	340,018
10	Prince George's	Largo - Science Laboratory Design, Construction Furniture & Equipment	2,148,000	1,074,000
11	Essex	Site Development, Parking; Construction	664,000	332,000
12	Prince George's	Physical Education Addition Design, Construction Furniture & Equipment	2,535,300	1,267,650
13	Howard	Conversion of Library and Existing Building Design, Alterations Furniture & Equipment	366,800	5,900

Priority	College	Project	Total Cost	State Share
14	Catonsville	Site Development, Parking Design, Construction	$ 805,000	$ 402,500
15	Prince George's	Largo - Site Development Construction	411,000	205,500
16	Prince George's	Central Administration Access Road Design, Construction	756,400	378,200
17	Charles	Conversion of Library to Offices Construction	131,000	65,500
18	Dundalk	College Center Design, Construction Furniture & Equipment	2,583,780	1,291,890
19	Catonsville	Central Monitoring System Design, Construction	200,000	100,000
20	Essex	Science Laboratory Modifications Construction	132,000	66,000
21	Prince George's	Alterations to Bladen Hall Design, Construction	91,500	45,750
22	Prince George's	Clinton - Site Development Design	80,000	40,000
		Construction	582,500	291,250
23	Anne Arundel	Physical Education Addition Design, Construction	751,678	375,839
24	Montgomery	Site Acquisition	3,000,000	1,500,000
25	Montgomery	Central Administration Design, Construction	789,000	394,500
26	Anne Arundel	Physical Plant Addition Design, Construction	238,508	119,254
27	Montgomery	Down County Campus Design	500,000	250,000
28	Baltimore	Nursing Facility Design, Construction	2,000,000	267,500
		TOTAL	$35,715,789	$16,947,894

IV. COMMUNITY COLLEGE SYSTEMWIDE GOALS, OBJECTIVES, AND IMPLEMENTATION STRATEGIES

The *Statewide Master Plan for Community Colleges in Maryland 1973-1983*, developed by the State Board for Community Colleges, included 53 recommendations which were intended to serve as an agenda for the development of policy and a springboard for specific action for both the community colleges and the State Board for Community Colleges. The major goal is an open door admissions policy where student accessibility to postsecondary education is unencumbered by financial, social, academic, or geographic restraints.

Within this chapter, five major goal areas supportive of the open door admissions policy are established by the State Board for Community Colleges. Further, the original 53 Master Plan recommendations have been translated into objectives and strategies which will assist the State Board and the colleges as they strive to reach their goals. Implementation strategies are established through which individual objectives within each major goal can be accomplished. In those cases where substantial progress has been made toward achievement of these objectives, detail of the progress is noted. Where possible, time frames which assist in the monitoring and evaluation of progress are established for each objective. Evaluation mechanisms, where applicable, for each objective are described in detail in Chapter V.

To utilize the goals-objectives-planning process, it is necessary to make the distinctions between the terms, goals, and objectives. Primarily these distinctions are related to dimensions of specificity, accountability, and time.

Concerning specificity, statements which are general and abstract in content should be regarded as goals. Statements associated with specific achievement and which lend themselves to more precise measurement should be regarded as objectives. The dimension of accountability ranges from evidence of movement toward the major purpose to evidence of accomplishment of specific desired outcomes. Statements which describe ultimate ends and accomplishments should be regarded as goals. Statements directed toward intermediate ends representing progress toward these goals should be regarded as objectives. The time dimension is essential in distinguishing goals and objectives. Statements describing accomplishments which are long-term should be regarded as goals. Statements describing accomplishments which are relatively short-term should be regarded as objectives.

This chapter utilizes the above distinctions between a goal statement and a statement of an objective.

GOAL I - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGES FOR ALL MARYLAND CITIZENS

The Educational Policies Commission of the National Education Association recommended that the national goal of universal opportunity for education be extended to include at least two years beyond high school. In the words of the Commission:

> Unless opportunity for education beyond the high school can be made available to all, while at the same time increasing the effectiveness of the elementary and secondary schools, then the American promise of individual dignity and freedom cannot be extended to all . . . In the future, the important question needs to be not "who deserves to be admitted?" but "whom can society in conscience and self-interest exclude?"[1]

Objective A

Community college enrollment should reflect the same racial composition that exists within the community college service area.

Implementation Strategies

1. Community colleges should develop, implement, and publish affirmative action programs to assure equal educational and employment opportunities and submit them to appropriate State and federal agencies.

2. Community colleges should continue to emphasize developmental programs and services so that the open door will not become a revolving door for minority students.

3. Where appropriate, community colleges should develop programs designed to meet the special interests of minority students.

4. Community colleges should continue to inform the community of instructional programs and financial assistance available to students.

5. Community colleges should, where possible, provide means of transportation to service areas where large numbers of minority students reside.

6. Community colleges should make every effort to increase the percentage of minority faculty administrators and counselors at the colleges.

---

[1] *Universal Opportunity for Education Beyond High School*, Educational Policies Commission, National Education Assn., Wash., D.C., 1958, p. 5.

Progress Toward Objective A

- Ten community colleges have adopted formal programs on affirmative action insuring equal educational and employment opportunities.

- Community colleges systemwide moved from 9.9 percent total black enrollment in 1970 to 16.8 percent in the Fall of 1974 (an increase of 6.9 percentage points over the five-year period).

- From 1970 to 1974 six colleges exceeded the 1980 minority enrollment projections, four colleges are within 2 percentage points of this projection, and six have substantial progress to make.

Time Frame

By 1977 all sixteen community colleges will adopt equal opportunity policies.

By 1978 Maryland community college minority enrollments systemwide will exceed the minority composition of the Statewide total minority population.

By 1980 each college will reflect the same racial composition that exists within its service area.

Objective B

Maryland community colleges will continue to attract an increasingly diverse student population.

Implementation Strategy

Community colleges should continue to expand services to meet the needs of part-time students, veterans, women, physically handicapped, and senior citizens.

Progress Toward Objective B

- The most recent State Board for Community Colleges' survey indicated that community college students ranged in age from 16 to over 60; 33 percent were married; 14 percent were veterans; 42 percent were employed full-time; and 9 percent had originally begun their education in a four-year college.

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 63 percent in 1974.

- In 1970 women accounted for 38 percent of the total community college enrollment, while in 1974 women constituted 49.5 percent of community college students, closely approximating the State's overall population of 51 percent women.

- As a result of legislation enacted by the 1974 General Assembly, in 1975 over 700 senior citizens took advantage of tuition-free courses.

- Community colleges are enrolling an increasingly larger percentage of individuals who have been out of high school for three or more years.

- Community colleges are offering developmental programs to improve English and mathematics skills for those students requiring such services.

- Examples of programs and services offered by the community colleges which provide for the needs of a diverse student population include off-campus programs; programs designed for veterans, women, senior citizens, and other citizens, including the mentally and physically handicapped, day care centers for children of students and faculty; and community cultural programs.

GOAL II - TO EXPAND THE COMPREHENSIVENESS OF COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS AND SERVICES

Open door admissions is a cornerstone of the community college. This open door admissions policy must be accompanied by a wide range of educational opportunities if the broad spectrum of student interest and capabilities is to be served. Comprehensiveness of program offerings, therefore, is one of the most significant indices in measuring an institution's commitment to the open door philosophy.

Objective A

Community colleges will continue to increase access to high-quality occupational programs in response to local, regional, and State manpower requirements.

Implementation Strategies

1. Community colleges should move aggressively to introduce nonduplicative artisan, craftsman and service-level postsecondary training programs in cooperation with unions, local employers, and lay advisory committees.

2. Community colleges should place increased emphasis on the development of certificate programs.

3. Community colleges should take positive action to develop coordinated occupational programs with those offered in secondary schools.

4. Community colleges should recognize nontraditional credentials for occupational faculty with respect to recruitment, retention, and promotion.

5. Community colleges should award college credit for appropriate work experience and expand opportunities for credit by examination.

Progress Toward Objective A

- From 1971 to 1974 occupational programs enrollment increased from 11,865 students (25 percent of the total enrollment) to 23,857 students (37 percent of the total community college enrollment).

- From 1970 through 1974 the State Board for Community Colleges endorsed 143 occupational degree and certificate programs. Of the total 595 aggregate degree and certificate programs, 359 were primarily occupational.

- Certificates awarded in community colleges have increased from 117 in 1970 to 252 in 1974.

- Associate in arts degrees in occupational programs accounted for 93 percent of the total increase in A.A. degrees awarded from 1973 to 1974.

- In 1975 four community colleges offered a total of 19 apprenticeship training programs in cooperation with Maryland unions.

- The State Board for Community Colleges' *Program Proposal Manual* adopted in 1974 requires that the college provide evidence that new occupational programs have been actively coordinated with those offered at the secondary level.

- In 1975 twelve community colleges published and forwarded to the State Board for Community Colleges provisions for the recruitment, retention, and promotion of occupational faculty with nontraditional credentials.

Time Frame

Occupational programs for each community college are projected annually over a five-year period in Chapter VII.

By 1976 all community colleges will publish policies relating to faculty with nontraditional credentials.

Objective B

Community colleges will continue to provide access to baccalaureate institutions by offering high quality transfer programs.

Implementation Strategies

1. The community colleges should provide developmental studies for students who require them as one method of increasing access to transfer programs.

2. Community colleges should continue to develop articulated programs with baccalaureate institutions.

Progress Toward Objective B

- All community colleges offer a variety of developmental programs and services, including oral and written communications, study, and mathematical skills.

- In 1974 the Maryland Council for Higher Education established transfer policies which require program articulation involving all public institutions of higher education.

Objective C

Community college graduates of articulated transfer programs shall be guaranteed admission with full junior standing to a public baccalaureate institution.

Implementation Strategy

Section 14 of the transfer policy established in 1973 by the Maryland Council for Higher Education states: "Students in a transfer program who are awarded an A.A. degree from a public community college shall have the opportunity to be admitted with full junior standing in a public four-year institution." In order to achieve this objective, this policy should be amended by the Maryland Council for Higher Education to read: "Students in an articulated transfer program who are awarded an A.A. degree from a public community college shall be guaranteed admission with full junior standing in a public baccalaureate institution."

Progress Toward Objective C

None.

Time Frame

In 1975 the State Board for Community Colleges will formally

request that the Maryland Council for Higher Education amend the transfer policy as stated above.

Objective D

Community colleges will continue to provide adult and continuing education, community and public service programs within the college service areas.

Progress Toward Objective D

- In 1972 the State Board for Community Colleges adopted a resolution supporting the expansion of continuing education, community and public service programs.
- In 1973 the State Board for Community Colleges adopted policies for State participation in the funding of continuing education courses.
- In 1973 some 30,000 Maryland citizens were enrolled in these courses. By 1975 enrollment increased to 38,000 in some 1,800 different courses. In addition, hundreds of thousands of Maryland citizens participated in and attended concerts, plays, workshops, and other related community service activities sponsored by the community colleges.

GOAL III - TO PROVIDE GEOGRAPHIC ACCESS TO MARYLAND COMMUNITY COLLEGES

In 1974 seventeen political subdivisions in Maryland, which include approximately 95 percent of the State's population, were served by community colleges. Seven political subdivisions currently do not have community colleges but are exploring methods of providing community college services for their citizens. To maintain geographic access to existing community colleges in suburban areas, it will also be necessary to expand facilities and construct additional campuses to meet enrollment projections.

Objective A

The State Board for Community Colleges will continue to encourage counties without community colleges to investigate methods of providing community college services.

Implementation Strategies

1. The State Board for Community Colleges recommends the use of existing facilities to provide community college services.

2. The State Board for Community Colleges recommends the establishment of satellite centers in cooperation with nearby community colleges.

3. The State Board for Community Colleges recommends the establishment of new community colleges where justified.

Progress Toward Objective A

- In FY 1975 the State Board for Community Colleges received a grant from the State Department of Education, Division of Vocational-Technical Education, to determine the need for the establishment of postsecondary occupational programs in Wicomico, Worcester, Dorchester, and Somerset Counties.

- In FY 1975 the State Board for Community Colleges was represented on a committee established by the Carroll County Commissioners to determine the feasibility of providing local community college services to the citizens of Carroll County.

- In FY 1975 Charles County Community College held a series of meetings with St. Mary's College in an effort to develop a mechanism to provide occupational programs on a cooperative basis to the residents of Calvert and St. Mary's Counties.

Objective B

Community colleges in suburban areas should move expeditiously to implement their facilities requirements.

Implementation Strategies

1. Based upon current enrollment projections, the General Assembly should annually enact legislation providing for the sale of capital construction bonds for community colleges over the period FY 1976 through FY 1985 totalling $23,629,061 (see Chapter VII for annual requirements).

2. To provide facilities and campuses allowed within the Guidelines, the statutory limitation, which restricts State aid to 50 percent of $8,000 per full-time equivalent student, should be adjusted annually to reflect construction cost escalation.

3. The State Board of Public Works should establish a special operating account which would provide for the purchase of equipment items currently ineligible under capital construction guidelines. These funds should be provided on a matching basis.

Progress Toward Objective B

- In FY 1975 the State Board for Community Colleges developed a weighted ranking system as the basis for recommending annual allocations of State funds to support community college capital construction projects in order of highest priority.

- In FY 1975 the State Board of Public Works approved a *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland* revision which established new standards for parking facilities, outdoor athletic facilities, and student activity spaces; made changes so that the Guidelines corresponded with the nationwide HEGIS Space Classification System; provided flexibility in planning assembly and storage spaces; allowed for the planning of additional service type facilities utilizing ten-year rather than five-year projections; required the architect-engineer to design facilities within initial budget estimates; and provided for mandatory consideration of the effect of design alternates on both capital and operating costs.

- The total net assignable square feet of educational space by category of use in the sixteen community colleges in FY 1975 indicates a total of 2,252,200 square feet systemwide. This represents an increase of 183,360 net assignable square feet over FY 1974.

- As of January 1, 1975, the sixteen community colleges have 48 projects under design or construction representing an additional 796,000 new net assignable square feet of space.

Time Frame

A detailed description of community college projects for FY 1976 through FY 1980 and for the year FY 1985 is summarized in Chapter VII.

In FY 1976 the State Board for Community Colleges will recommend that the Board of Public Works establish a special operating account which would provide for the purchase of equipment items on a matching basis currently ineligible under capital construction guidelines.

GOAL IV - TO PROVIDE STUDENT FINANCIAL ACCESS TO COMMUNITY COLLEGES BY CONTINUING THE STATE'S ADHERENCE TO THE PRINCIPLE OF LOW TUITION

The original funding formula for community colleges, established in 1961, called for the State, the local subdivisions, and the students each to contribute one third of net operating costs. That formula has been revised

periodically over the years with each revision providing an increased level of State aid on both a dollar and percentage basis. The effect of this has been to reduce the percentage contribution for the subdivisions and the students. Although the student's percentage has decreased, the actual student tuition has increased by 23 percent over the past four years due to the statutory dollar ceiling on State aid to community college operating budgets.

Objective A

To insure that adequate State financial resources are available for community college operating expenses.

Implementation Strategies

1. In FY 1976 the General Assembly should enact legislation increasing the level of State support from a maximum of $700 to a maximum of $800 per full-time equivalent student.

2. The General Assembly should enact legislation which permits a differential level of State supplemental funding for high cost occupational courses.

3. The General Assembly should enact legislation which permits students to cross political subdivision boundaries without payment of additional tuition where programs are not available locally.

4. The General Assembly should enact legislation authorizing the State Board for Community Colleges to designate programs as being regional in nature so that students from other political subdivisions can attend such programs without payment of additional tuition.

Progress Toward Objective A

- In 1975 the State Board for Community Colleges supported legislation for each of the strategies listed above.

Objective B

To increase the amount of State scholarship and loan funds available to community college students.

Implementation Strategy

The General Assembly should enact legislation to provide for a more equitable distribution of State scholarship and loan funds to all students demonstrating financial need.

Progress Toward Objective B

- In 1975 legislation was introduced to implement the strategy listed above.

GOAL V - TO INCREASE THE EFFECTIVENESS AND EFFICIENCY OF COMMUNITY COLLEGE OPERATIONS WITHOUT IMPAIRING THE QUALITY OF SERVICES

Over the past five years strategies have been developed to increase efficient and effective community college operations without impairing the quality of services. These strategies, especially in the areas of instructional programs, finance, and facilities, provide a basis for the State Board for Community Colleges and the community colleges to maintain the open door policy, assess progress made toward their objectives, and provide a mechanism for modifying future direction.

Objective A

To seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Implementation Strategies

1. Community colleges will assess existing and proposed instructional programs on the basis of established criteria and report their findings to the State Board for Community Colleges.

2. Community colleges will take action to delete existing programs which fail to meet stated objectives.

3. The State Board for Community Colleges will continually review existing programs to assure that unnecessary program duplication does not exist.

4. The effectiveness of each faculty member should be evaluated at regularly stated intervals and the basis of such evaluation should be made known to the faculty member.

5. Community colleges should allocate within their operating budget funds for conducting instructional research and course development.

6. Community colleges should establish employment and retention policies and make such currently effective policies available to the State Board for Community Colleges.

Progress Toward Objective A

- A *Program Proposal Manual* for Maryland community colleges and *A System for the Evaluation of Career Programs in Maryland Community Colleges* were developed jointly in 1974 by the colleges, the State Board for Community Colleges, and the Division of Vocational-Technical Education. These manuals provide guidelines and procedures for review and evaluation of community college instructional programs based upon the following criteria:

    a) student enrollment,
    b) benchmarks of completion,
    c) manpower requirements and job placement,
    d) program costs, and
    e) recommendation of college program advisory committee.

- Over the period 1970-1974 the colleges deleted 26 programs which failed to meet stated objectives (Appendix D).

- In 1974 the State Board for Community Colleges analyzed existing programs and reported that there was a minimum of unnecessary program duplication.

- In 1974 all sixteen community colleges indicated that they are regularly evaluating the quality of instruction of each faculty member and informing him of the basis of their evaluation. This action is in conformance with State Board for Community Colleges' policy established in 1974.

- In 1974 ten community colleges forwarded their current institutional employment and retention policies to the State Board for Community Colleges. This action is in conformance with State Board policies established in 1974.

Time Frame

By 1976 the State Board for Community Colleges will develop a system for quantitatively monitoring program data and will analyze and forward such information to the community colleges to assist them in assessing the quality of their programs.

Objective B

To determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Implementation Strategies

1. Discipline cost studies should be developed for internal college analysis, for external college comparisons, and as

a decision-making tool coupled with the budget-making and the funding process.

2. Without impairing the quality of instruction, each community college should consider the possibility of increasing its student-faculty ratio by utilizing the following techniques:

    a) Increasing class size;

    b) Keeping all classes filled, equalizing section enrollments, canceling classes with small enrollments;

    c) Offering required courses with small enrollments only in alternate semesters or years;

    d) Restructuring curricula to meet new student interests, reducing the number of small classes in areas where student interest has declined;

    e) Reducing the number of course offerings, avoiding course proliferation;

    f) Consolidating basic courses duplicated in several departments;

    g) Phasing out programs which generate an excessive number of small classes;

    h) Extensive use of audio-visual materials, such as slides, filmstrips, tapes, films, and computer programming;

    i) Establishing and using learning centers and laboratories;

    j) Granting credit for course work taken over commercial television and tested on campus;

    k) Granting credit by examination for subject material learned outside of college;

    l) Enforcing contractual full-time teaching load requirements.[1]

3. The State Board for Community Colleges should conduct

---

[1] *Higher Education with Fewer Teachers*, Academy for Educational Development, Inc., October 1972, p.p. 3-4.

annual fiscal post audits and analyze current institutional application of Statewide policies and guidelines.

4. The State Board for Community Colleges should be given authority to receive and allocate federal funds earmarked for community colleges under the Vocational Education Amendments of 1968.

Progress Toward Objective B

- In 1974 the community colleges and the State Board for Community Colleges developed a discipline cost analysis manual.
- In June 1974 all sixteen community colleges agreed to implement the discipline cost analysis system.

Time Frame

In FY 1975 a letter was submitted to the Governor requesting that the State Board for Community Colleges be designated as the appropriate State agency for the distribution of community college federal vocational funds under the Vocational Education Amendments of 1968.

In FY 1976 actual discipline cost information will be available for each community college.

In FY 1977 the State Board for Community Colleges will conduct institutional post audit analyses on the basis of established policies and guidelines.

Objective C

To provide for a more efficient and effective community college facilities program.

Implementation Strategies

1. To encourage the use of innovative techniques in the design and construction of new facilities.

2. To develop guidelines for the design of community college facilities which will accommodate new approaches to instructional delivery systems.

3. To implement energy conservation and maintenance programs in new and existing community college facilities.

4. In response to changing programmatic requirements, the State Board for Community Colleges will develop guidelines for the alteration and renovation of existing community college facilities.

5. To encourage adherence to the principle of life cycle costing in the design and construction of community college facilities.

Progress Toward Objective C

- The community college facilities guidelines review committee is currently reviewing strategies 1, 2, 3, and 4 as listed above.

- In 1975 the State Board for Community Colleges in coordination with the Department of General Services developed design criteria to implement construction cost management and life cycle cost techniques.

Time Frame

A progress report on strategies 1, 2, and 3 will be available in FY 1976.

A progress report on strategy 4 will be available in FY 1978.

V. EVALUATION

Planning, coordination, service, and leadership are the four major functions of the State Board for Community Colleges. Within these roles the State Board has the responsibility for evaluating the effectiveness with which the sixteen community colleges and the State Board itself provide student accessibility to postsecondary education, unencumbered by financial, social, academic, and geographic restraints. This evaluation responsibility is shared by the State Board with the sixteen community colleges within a coordinated organizational structure.

The State Board for Community Colleges has staff assigned in the areas of instructional programs, finance, facilities, student services, and management information systems. The staff coordinates evaluation of these areas with their counterparts on the individual campuses through groups which have been formed and meet regularly. These groups, which include the Instructional Program Development Council, the Business Officers Group, the Facilities Planning Committee, the Deans of Students, the Institutional Research Group, Data Processing Managers, and the Affirmative Action Officers, have developed evaluative mechanisms over the past few years within their areas of responsibility. These mechanisms provide indices and criteria allowing for measurement of the objectives which constitute the output of the community colleges and the State Board for Community Colleges.

The following is a description of the evaluation systems utilized by the State Board for Community Colleges in measuring progress toward selected objectives:

OBJECTIVE - COMMUNITY COLLEGE ENROLLMENT SHOULD REFLECT THE SAME RACIAL COMPOSITION THAT EXISTS WITHIN THE COMMUNITY COLLEGE SERVICE AREA

The *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State* published in June 1974 contains the evaluation mechanisms for determining progress toward this objective. The plan requires that the community college segment maintain an accurate data base on the racial characteristics of its student body and personnel. Progress reports on the stated objective must be filed semiannually with the Office of Civil Rights, Department of Health, Education and Welfare. Failure to comply could result in a loss of federal funds. The data base for these progress reports include the following categories.

Students

- Enrollment by class for each institution;
- Enrollment by major area of study or program;
- Enrollment by part-time and full-time status;
- Retention statistics at various levels, that is, by major programs, institution, segments;
- Graduation results for each major program at each institution, including designation of type of degree(s);
- Distribution of financial aid to include amounts, duration, and percentage of each component of a typical package;
- Transfer data among the public higher education institutions;
- Financial aid with breakdown of types, for example, grants, scholarships, loans, and work-study.

Faculty

- Designation by rank (lecturer, instructor, assistant professor, associate professor, and professor) and both the median and average salaries of full-time faculty for each institution;
- Part-time and full-time designation;
- Length of service within each rank;
- Number of tenured faculty;
- Program and/or departmental affiliation;
- Academic certification, that is, level of education;
- Termination information.

Administrators

- All of the above for administrators by level.

Classified Employees

- Data requests of HEW from colleges in reference to classified employees.

OBJECTIVE - TO SEEK CONTINUED IMPROVEMENT IN THE QUALITY OF COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS

1. *The System for the Evaluation of Career Programs in the Community Colleges* in Maryland provides a mechanism for assessing the quality of existing career programs. Criteria included in the manual are:

   - The program objective phase which includes the mission of the college, the needs of the community, and the goals of the student which are compared to the stated objectives of the program;
   - The program process phase which determines whether or not the instructional process supports the program objectives;
   - The program installation phase which determines if the staff, students, facilities, equipment, and materials are adequate to meet the stated objectives;
   - The program product phase which determines the number of graduates, completions, and placements;
   - Program cost benefit phase which measures program costs in relation to benefits received.

2. An instructional program data monitoring system is being developed which incorporates projected and actual data relating to enrollments, completions, employment and salaries, and program cost.

3. The Maryland Community College Institutional Research Group and the State Board for Community Colleges conducted a systemwide student follow-up study for all first time enrolled students in the Fall of 1970. This study will be repeated annually. The study had the following purposes:

   - To establish a longitudinal data base on students attending Maryland community colleges;
   - To identify student educational objectives at the time of entry to a community college;
   - To provide student evaluation of Maryland community colleges;
   - To establish a formal and ongoing student-to-institution information feedback process.

The State Board for Community Colleges has a responsibility to review existing programs and all new instructional program proposals. The systemic data will be used to assist the State Board in determining its overall program recommendations.

OBJECTIVE - COMMUNITY COLLEGE GRADUATES OF ARTICULATED TRANSFER PROGRAMS SHALL BE GUARANTEED ADMISSION WITH FULL JUNIOR STANDING TO A PUBLIC BACCALAUREATE INSTITUTION

In 1973 the Maryland Council for Higher Education developed "Student Transfer Policies" designed to facilitate the transfer of students with minimum loss of credit. Within the policies are contained guidelines and procedures for the exchange of student information among institutions. This information includes:

- Social Security number;
- Total hours accepted by the receiving institution from all institutions previously attended;
- Total hours attempted at the receiving institution;
- Total hours earned at the receiving institution;
- Overall grade-point average at the receiving institution;
- Declared major-curriculum-program at the receiving institution;
- Current term hours attempted;
- Current term hours earned;
- Academic status as defined by the receiving institution (probation, dismissed, in good standing);
- Race (required by the State's Desegregation Plan);
- Degree received, if any, at receiving institution during current term.

The effectiveness of the student transfer policies will be evaluated annually on the basis of these data. The State Board for Community Colleges will recommend modification of these policies where required.

OBJECTIVE - COMMUNITY COLLEGES WILL PROVIDE CONTINUING EDUCATION, COMMUNITY AND PUBLIC SERVICE PROGRAMS WITH THE COLLEGE SERVICE AREAS

The community colleges submit lists of such courses to the State Board for Community Colleges. These lists are then reviewed to determine the eligibility of these offerings for State funding. If a course is determined to be avocational or recreational, the State Board disapproves State funding.

OBJECTIVE - COMMUNITY COLLEGES SHOULD MOVE EXPEDITIOUSLY TO IMPLEMENT THEIR PHYSICAL FACILITIES GOALS

1. In 1975 the State Board of Public Works approved a revision of the *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland* which enables the State Board for Community Colleges and other appropriate State agencies to determine the eligibility of construction proposals. These guidelines include criteria for the design and construction of classrooms, laboratories, offices, study space, special use facilities, general use facilities, support facilities, and site development.

2. A community college capital construction weighted ranking system has been developed which provides for the allocation of State funds to support community college capital construction projects in order of highest priority. The system utilizes 30 indices in determining project priority for allocation of State funds.

3. The Maryland Council for Higher Education has developed an enrollment projection model which annually provides community college enrollment projections for facilities planning purposes. These are the official State projections for facilities planning as required by the community college facilities construction guidelines.

OBJECTIVE - TO DETERMINE THE MOST EFFICIENT MEANS OF ALLOCATING AVAILABLE RESOURCES FOR THE OPERATION OF MARYLAND COMMUNITY COLLEGES

A discipline cost analysis system, developed jointly by the colleges and the State Board for Community Colleges, will be used to determine discipline costs for each institution. These data will be used by the State Board in its studies of funding models for community college operating budgets.

VI. MAJOR POLICY DIRECTIONS AND ACTIONS

NEW POLICY DIRECTIONS WITHIN CURRENT STATUTORY AUTHORITY

In 1975 the State Board for Community Colleges approved an *Operational Policies and Bylaws* manual for the Maryland community colleges. The operating policies are based upon the authority and responsibility vested in the State Board for Community Colleges under Article 77A, Sections 1-10 of *The Annotated Code of Maryland*. The manual, which was reviewed for legal sufficiency by the State Attorney General's office, includes general policies of the State Board as well as policies concerning students, degree and certificate programs, finances, and facilities (see Appendix B).

1. General Policy 1.3 in the manual provides that the community colleges shall submit data in accordance with the State Board for Community Colleges' data submission schedule and format. Within this context, the following new policy direction has been established: The State Board for Community Colleges will develop and implement a comprehensive management information system (MIS) to support both the agency's daily operations and the planning process. The background and rationale for this new policy is outlined below.

   In December 1974 the State Board for Community Colleges staff published "Procedures for the Establishment of A Management Information System for the State Board for Community Colleges." This MIS plan establishes the format and presents the process for moving from a current information collection system to a comprehensive management information system. The MIS plan has been approved and endorsed by both the Maryland Council of Community College Presidents (January 1975) and the State Board for Community Colleges (February 1975) and has a primary purpose of supporting short-range and long-range planning at both the agency and the system levels. Further, the MIS plan provides processes directed toward alleviating difficulties that are currently being experienced in data collection and production.

   The State Board's present information system consists of information provided on the series of HEGIS (Higher Education General Information Survey), MCHE (Maryland Council for Higher Education), and SBCC (State Board for Community Colleges) reports. Also, special studies, such as the student follow-up survey, the faculty salary survey, the faculty activity analysis, and similar special studies, provide information. It is recognized that this type of information system is beset with several problems, such as accuracy, timeliness, reliability, and flexibility.

Therefore, within the framework of the Executive Planning Process, the State Board for Community Colleges will require the establishment over the next five years of five basic data files covering students, program/course, personnel, facilities, and finance.

Management information systems whould be developed within realistic time frames. Some of these data requirements for this system are currently being met and others can be fulfilled with a year, three years, or five years. Since the common thread running through the MIS plan is compatibility of data, is is important to assure that:

- Data are arrayed in a common structure;
- Data are inserted into the structure using common procedures;
- Data elements are defined in the same way;
- Data are aggregated and summarized using the same procedures.

To guarantee uniformity and compatibility between the institutional MIS and the systemwide MIS, the State Board for Community Colleges will establish committees comprised of community college personnel to carry out the intents of the MIS plan. The following time frame has been suggested as a schedule for the operational implementation of the components of the systemwide MIS.

File	Time Frame
Student	October 1976
Student Data Record	October 1975
Finance	July 1977
Cost Analysis	October 1975
Program	July 1976
Facilities	November 1977
Personnel	July 1978

2. The State Board for Community Colleges will require each institution to submit annually an updated campus master plan.

The State Board for Community Colleges will establish an ad hoc committee to develop a model for the preparation of individual campus master plans. The format and data requirements will be consistent with the Statewide Executive Planning Process Plan Element Outline. The ad hoc committee report will be submitted by January 1, 1976. The community colleges will be required to submit their initial plan on July 1, 1976. Copies of these plans will be submitted to the Department of State Planning annually as partial documentation for bond bill requests.

MAJOR POLICY RECOMMENDATIONS REQUIRING LEGISLATIVE AND EXECUTIVE ACTION

To promote the most effective and efficient operation of the State's community college system, the State Board for Community Colleges believes that the following important new directions should be considered. Three recommended policies will require action by the Governor and the General Assembly. Three additional areas will require further study and development of data prior to formal policy recommendations to the Governor and the General Assembly.

1. Legislation should be enacted permitting students to cross political subdivision boundaries without payment of additional tuition where programs are not available locally.

   Currently, community colleges are required by statute to charge out-of-county residents the mandated 22 percent student share of operating costs, plus the county's 28 percent share. Presently, in-county students pay a Statewide average tuition of $350 per year while out-of-county students pay $800. This differential in costs represents a significant barrier to financial accessibility to community colleges and is counterproductive, leading to unnecessary duplication of high-cost and low-enrollment programs which in turn increases the per student cost to local political subdivisions and the State.

   The recommended action, therefore, is necessary to equalize educational opportunity and at the same time reduce operating costs. For political subdivisions with community colleges, the sending institutions would determine if the program is available locally.

   The above policy can be implemented by requiring either the State or the local political subdivision where the student resides to assume the additional financial burden. If the State accepts the responsibility, the cost for FY 1977 would be $700,000. Local political subdivisions could reduce the cost significantly by an agreement to exchange students enrolled in certain programs.

2. Legislation should be enacted authorizing the State Board for Community Colleges to designate programs as being regional in nature.

   At the present time community colleges are authorized to develop and implement programs even though similar offerings may be available at other community colleges in the region. This practice has evolved, in part, because of statutory tuition policies which discriminate against out-of-county students and, also, because the State Board for Community Colleges is not authorized to identify a program intended to serve a regional rather than local function.

   Maryland, like many other states with locally controlled community colleges in their higher education structures, faces a challenge of reconciling local, regional, and Statewide program requirements. The recommended statutory change would permit the State Board for Community Colleges to establish a limited number of programs designed to meet the

manpower requirements of an area larger than a political subdivision. Guidelines for determining regional programs would include: fixed costs relating to facilities and equipment; size and proximity of the labor market; unique assets within a particular community; availability of qualified faculty; need for residential facilities or subsidized transportation; the geographic relevance of the programs; and the impact upon the State's desegregation plan.

If this policy is enacted in conjunction with recommendation 3, no additional State funds will be required.

3. Program approval authority.

Currently, local boards of trustees have the authority and responsibility to initiate and develop new programs. Local governing boards also have the authority to approve new programs after review and recommendation by the appropriate State agencies. The State Board for Community Colleges supports this method of program development and approval. If there is any proposed policy alteration in this area which would remove program approval from the local level, such authority should be vested in the State Board for Community Colleges.

POLICY ISSUES REQUIRING FURTHER STUDY PRIOR TO FORMAL RECOMMENDATION

1. Article 77A, Sections 1-10 of *The Annotated Code of Maryland* should be revised to update and clarify the functions of the community colleges and the State Board for Community Colleges.

Article 77A, Sections 1-10 of *The Annotated Code of Maryland* was established by the General Assembly in 1961. These sections of the Code define the duties, powers, and responsibilities of the individual institutions and the State-level coordinating boards. Revisions over the past fourteen years have been accomplished on a piecemeal basis. Consequently, there are numerous inaccuracies and inconsistencies dating from 1961 which should be corrected.

The State Board for Community Colleges will establish a task force to review the Code and to make recommendations to the Governor and the General Assembly with respect to necessary changes by December 1975 taking into consideration the recommendations of the Rosenberg Commission.

2. Funding of community college operating expenses.

For the past fourteen years Maryland community colleges have received their operating funds on a formula basis. Under the formula, the State, the local political subdivisions, and the students contribute a percentage of the operating cost per full-time equivalent student. The original formula established in 1961 called for the State, the local political subdivisions, and the students each to contribute one third of the net operating costs. That formula has been revised

periodically with each revision providing an increased level of State aid on both a dollar and percentage basis. Theoretically, these changes should have reduced the percentage contributions for the political subdivisions and the students, but in actuality this has not occurred. In addition, one of the major reasons for the increased level of State aid has been to keep student costs as low as possible to encourage financial accessibility to community colleges.

There has been general support for the share support concept on a formula basis because it has provided a great deal of local initiative and involvement in the development of Maryland's community college system. In recent years, however, increasing concern has been expressed with respect to the equity and long-term effectiveness of the formula approach to funding community college operations. One reason for this concern is the fact that the State has always maintained a dollar ceiling on its contribution, and since the actual cost of operating the colleges generally far exceeds the formula limitations, the local subdivisions and the students have borne the excess costs. By way of example, in FY 1975 the State contributed 50 percent of the costs per full-time equivalent student based upon a total cost of $1,400. The estimated cost per student is $1,720. Consequently, the local governments and the students will be required to assume the additional $320 per student as well as their mandated contribution within the formula.

Due to the pressures created by current economic problems, local governments are now reluctant to increase the level of operating support per student, particularly if the State does not participate in the additional costs. There is also concern over the fact that student tuition has increased by 23 percent since 1971. If student costs continue to increase at this rate, financial accessibility to community colleges will be seriously restricted.

Because of this growing concern with the traditional formula approach to community college funding, the State Board for Community Colleges will appoint a task force to conduct a comprehensive study of the financing of community college operations. This task force will include representatives from local governing boards, the Maryland Council of Community College Presidents, and the State Board for Community Colleges. The study will include a thorough analysis of the current situation as well as a review of alternative methods of funding. A partial list of the alternatives to be explored include:

- Seventy-eight percent State funding supplemented by student tuition;
- Seventy-eight percent local funding supplemented by student tuition;
- The State should assume a full 50 percent of operating costs;
- Taxing authority for local boards of trustees and its implications for State and local funding;

- Community college funding based upon a minimum foundation program;
- A statutory dollar maximum established for student tuition and fees;
- A revised formula approach with built-in inflationary factors;
- A formula approach based upon discipline cost analysis.

The State Board for Community Colleges will report its findings and recommendations to the Governor and the Legislative Council of the General Assembly on October 1, 1975.

3. Funding community college capital projects.

Currently, community college capital projects are funded on the general basis of 50 percent local funding matched by the State. Funds from the State are provided within Board of Public Works guidelines and bonding limitations. This system of funding has been generally successful over the past fifteen years during which time the General Assembly has approved $101,000,000 in community college construction bonds.

Within the past year, however, serious financial problems in some political subdivisions have led to delays in constructing community college facilities required to accommodate projected enrollment growth. Since it is likely that these problems and delays will persist, the State Board for Community Colleges will appoint a task force to review the current funding pattern for capital projects and to consider possible alternative methods of funding such projects. The State Board will report its findings and recommendations to the Governor and the Legislative Council of the General Assembly by November 15, 1975.

VII. IMPLEMENTATION FISCAL YEARS 1976-1985: COLLEGE PROFILES

This chapter of the Plan is intended to provide a brief overview of the present status and future growth of the individual community colleges in the areas of enrollment, programs, facilities, and finance. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced annually over the next five-year period. Program priorities have been established for Fall 1976 and Fall 1977.

Ten-year enrollment projections have been prepared for each institution. For financial planning purposes, enrollment data are summarized in terms of full-time, part-time, and full-time equivalent students. For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1980. A five-year summary projection through 1985 is also included. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent students and the community college facilities guidelines. The cost estimates are based upon 1976 dollars.

The profile of each institution includes a ten-year projection of annual operating costs. Expenditures for each college are based upon enrollment projections and the estimated cost per full-time equivalent student.

Enrollment projections, the proposed introduction of new programs, facilities requirements, and estimates of operating and capital costs for each institution will be updated annually. These data will serve as the basis for requesting State operating and capital funds as well as for the review of program proposals by the State Board for Community Colleges.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5001	Business Training	5306	Automotive Technology
5101	Data Processing	5403	Forest Technology
5202	Dental Assisting	5505	Law Enforcement
	Associate Programs		
4901	Arts and Sciences	5208	Nursing
4901	General Studies	5301	Engineering
4901	Education, General	5305	Chemical Technology
5001	Business Administration	5305	Quality Control Technology
5005	Secretarial Science	5306	Automotive Technology
5101	Computer Science	5311	Electromechanical Technology
5101	Electronic Data Processing Technology	5403	Forestry
		5506	Recreation Leadership
5203	Dental Hygiene		

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5008	Media Specialist	5503	Teacher Aide
5206	Veterinarian Assistant		
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5402	Horticulture Technology	5408	Environmental Science

* * * * * * * * * * * * * * * * * *

ALLEGANY

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	779	798	819	840	857	788

Library College Center Humanities Science Gymnasium Services	123,426
Vocational-Technical Center (Financed with federal and State Vocational Education funds)	33,600

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$2,855,666	$2,855,666	- 0 -	- 0 -

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	1,460	1,465	1,470	1,475	1,480	1,505
Cost/FTE	$ 1,527	$ 1,613	$ 1,702	$ 1,785	$ 1,904	$ 2,397
Expenditures	$ 2,229,420	$ 2,363,045	$ 2,501,940	$ 2,632,875	$ 2,817,920	$ 3,607,485

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5199	Electronic Data Processing Option	5399	Electronics Option
		5503	Instructional Aide Option
	Associate Programs		
4901	Liberal Arts and Sciences	5205	Medical Technology
4903	Humanities and Social Sciences	5208	Nursing
		5216	Human Services Option
4904	Engineering	5301	Mechanical Engineering Technology Option
4905	Education, General		
4907	Business Administration	5304	Architectural Technology Option
5002	Financial Accounting Option		
5004	Retail Management Option	5309	Civil Engineering Technology
5005	Secretarial Science	5399	Electrical Engineering Technology Option
5099	Medical Secretarial Option		
5099	Technical Secretarial Option	5399	Ocean Engineering Technology
5099	Multi-Media Technician Option	5402	Ornamental Horticulture
5199	Electronic Data Processing Option	5505	Law Enforcement Option

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5301	Drafting	5310	Electrical Technology, Maintenance
5310	Electrical Technology, Power		
5506	Recreation Leadership	1004	Music
5406	Ocean Technology, Environmental	5304	Architectural Technology, Urban Development
5004	Real Estate	5004	Management
		5005	Verbatim Reporting
		0313	American Studies

Not In Priority Order

Fall 1978		Fall 1979	
2214	Urban Studies	5309	Civil Technology, Construction Option
0701	Computer Science	5012	Commercial Art
5406	Ocean Technology, Recreation Option	5301	Mechanical Technology, Heating and Refrigeration Option
5008	Journalism	5299	Physician's Assistant
5505	Law Enforcement, Corrections Option	5004	Insurance
5408	Environmental Studies		

Fall 1980

5012	Graphic Arts	5008	Technical Writing
5403	Conservation Technology	5311	Electromechanical Technology
5202	Dental Assistant		

* * * * * * * * * * * * * * * * * *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	2,210	2,331	2,451	2,571	2,693	2,780
Library } Science } Humanities } Physical Education } Career }	168,705					
Student Center	16,987					
Physical Education Addition	10,540					
Administration	10,452					
Theater Arts		7,926				
Student Center Add.				9,000		
Physical Education Add.				6,800		
Library Alterations						
Physical Plant Addition						
Parking Lot						

ANNE ARUNDEL

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$7,061,618	$6,191,838	$1,595,788[a]	- 0 -

[a] $2,075,184 needed to fulfill computed need based on Guidelines.

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	3,488	3,797	4,075	4,228	4,334	4,808
Cost/FTE	$ 1,931	$ 2,027	$ 2,128	$ 2,219	$ 2,315	$ 2,889
Expenditures	$ 6,735,328	$ 7,696,519	$ 8,671,600	$ 9,381,932	$10,033,210	$13,890,312

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5005	General Office Aide	5501	Government Service Aide
5202	Dental Assisting	5505	Law Enforcement and Corrections
5210	Occupational Therapy Assistant	5506	Recreation Aide
5310	Electronics Technology	5599	Urban Development Assistant
	Associate Programs		
0501	Business Administration	5210	Occupational Therapy Assistant
0603	Speech, Drama, Radio, T.V.	5213	Medical Records Technology
0801	Teacher Education, General	5214	Medical Secretarial
0832	Music and Music Education	5215	Respiratory Therapy
0835	Teacher Education, Health, Physical Education	5216	Mental Health Technology
		5219	Physical Therapy Assistant
0838	Teacher Education, Business	5299	Speech Technician
0839	Teacher Education, Industrial Arts	5303	Engineering Graphics
		5304	Drafting Technology
0901	Engineering	5306	Automotive Technology
1211	Pre-Pharmacy	5310	Engineering
1223	Medical Technology	5310	Electronics Technology
4901	General Education	5315	Mechanical Technology
4901	Arts and Sciences	5317	Construction Technology
5002	Accounting	5399	Plant Engineering Technology
5003	Banking and Finance	5404	Dietary Technology Option
5004	Management Option	5406	Marine Biology
5004	Marketing Option	5407	Laboratory Technology
5005	Secretarial	5501	Government Service Assistant
5008	Communications and Broadcasting	5503	Early Childhood Education
		5505	Correctional Administration
5010	Restaurant and Hotel Management Option	5506	Human Services Assistant
		5506	Recreation Leadership
5012	Art, Music, Music Education, Theater Arts	5507	Fire Protection Technology
		5599	Security Administration
5099	Labor Relations Option	5599	Legal Assistant
5101	Data Processing		
5203	Dental Hygiene		
5204	Dental Laboratory Technology		
5208	Nursing, R.N.		

BALTIMORE

Projected Programs - Liberty Heights

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5218	Nursing Home Administration	5505	Criminalistics
5099	C.A.T.V. Technician	5212	Laser/Electro-Optics
5211	Surgical Technology	5311	Electromechanical Technology
5205	Histology Technician	5215	Respiratory Therapy Technology
5402	Horticulture	5218	Hospital Management
5099	Music Instrument Repair	5299	Pharmacy Technician
5207	Radiologi Technology		
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5206	Veterinary Assistant	5299	Circulatory Technology
5299	Renal Dialysis Technology	5299	Anaplastology Technology, Prosthetics
5299	Cardio-Pulmonary Technology		
5008	Multi-Media Journalism	5299	Medical Illustration
	Fall 1980		
5209	Practical Nursing	5217	E.E.G. Technician

Projected Programs - Harbor

HEGIS Code	Description	HEGIS Code	Description
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5399	Marine Propulsion Technology	5309	Civil Engineering Technology
5004	Retail Management	5099	Housing Management
5011	Traffic and Transportation Management	5299	Occupational Health and Safety Technology
	Fall 1980		
5301	Fluidics Technology	5504	Library Technology
5399	Model Design Technology		

* * * * * * * * * * * * * * * * * *

BALTIMORE

PHYSICAL FACILITIES

Liberty Heights

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	3,273	3,407	3,540	3,674	3,667	1,408

Physical Education Library General Administration/Classrooms	203,318		
Nursing Facility		22,583	

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$2,809,068	$2,799,785	$282,647	- 0 -

Harbor

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	-	-	-	-	-	2,400

Building A Building B	119,728		

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$7,245,171	$4,848,003	- 0 -	- 0 -

* * * * * * * * * * * * * * * * * *

BALTIMORE

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	5,733	6,222	6,670	6,914	7,093	7,873
Cost/FTE	$ 1,630	$ 1,728	$ 1,830	$ 1,927	$ 2,013	$ 2,640
Expenditures	$ 9,344,790	$10,751,616	$12,206,100	$13,323,278	$14,278,209	$20,784,720

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5101	Data Processing Technology		
	Associate Programs		
5002	Business Accounting	5305	Chemical Technology
5004	Marketing Management	5306	Automotive Technology
5005	Secretarial-Executive, Legal, Medical	5309	Surveying
		5312	Quality Control
5009	Printing Management	5317	Building Standards
5011	Traffic and Transportation	5317	Construction Technology
5012	Applied Art and Design	5399	Electronics Technology
5099	Air Transportation	5505	Correctional Services
5099	Air Traffic Management	5505	Police Administration
5101	Data Processing Technology	5506	Recreation Leadership
5205	Medical Laboratory Technology	5507	Fire Service Technology
		5600	Arts and Sciences
5208	Nursing	5600	Business Administration
5216	Mental Health Associate	5600	Engineering
5299	Mortuary Science	5600	General Education
5299	Occupational Safety Technology	5600	Teacher Education
5304	Architectural and Industrial Drafting		

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5317	Air Conditioning, Refrigeration and Heating Technology	5307	Diesel Engine Mechanics
		5315	Small Engine Repair
		5308	Welding Technology
5299	Emergency Medical Services	5317	Construction-Apprenticeship Programs
5302	Avionics Technology		
5501	Government Services Associate		

CATONSVILLE

Not In Priority Order

Fall 1978		Fall 1979	
5599	Traffic Safety and Engineering Technology	5309	Civil Engineering Technology
5312	Industrial and Manufacturing Engineering Technology	5310	Television, Radio, and Sound Equipment Repair
5303	Machine and Tool Design	5009	Printing Trades

Fall 1980

5301	Machine Operators	5311	Power Transfer Technology

* * * * * * * * * * * * * * * * * *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	3,249	3,348	3,446	3,545	3,644	3,660
Administration Faculty Office Science Student Service Library Student Union Tudor House Electronics Laboratory Computer Center Classrooms 1 and 2 Physical Education Technical Arts	246,886					
Physical Education Center, Phase II	9,541					
Central Service	5,471					
Administration-Faculty Addition	14,741					
Humanities-Classroom	35,356					
Automotive Technology		6,000				
Tudor House Renovation						
Site Development-Parking (2)						
Central Monitoring System						

CATONSVILLE

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$8,878,948	$6,162,380	$1,154,000	- 0 -

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	5,495	5,964	6,394	6,628	6,799	7,546
Cost/FTE	$ 1,785	$ 1,885	$ 1,939	$ 2,086	$ 2,177	$ 2,801
Expenditures	$ 9,808,575	$11,242,140	$12,397,966	$13,826,008	$14,801,423	$21,136,346

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5001	Business and Commerce, General Option	5312	Metals Fabrication
5201	Health Services Assistant Technology	5501	Public Service Technology General
5201	Medical or Biological Laboratory Assistant Technology	5501	Law Enforcement and Corrections Technology
	Associate Programs		
0801	Education, Elementary Option	5001	Business and Commerce Technology, Secretarial Option
0801	Education, Secondary Education Option	5007	Commercial Photography
0801	Education, Junior High Education Option	5201	Health Services Assistant Technology
4901	General Liberal Arts and Sciences	5201	Medical or Biological Laboratory Assistant
4901	Business Management and Administration Option	5317	Construction Technology
4901	Engineering, General Option	5501	Public Service Technology, General
4901	General Studies	5501	Law Enforcement and Corrections

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5005	Secretary, Technical Clerk Typist Office Careers	5101	Data Processing or Computer Science
5306	Automotive, Including Diesel Motors	5315	Machine Shop
5408	Solid Wastes		

CECIL

Not In Priority Order

Fall 1978		Fall 1979	
5506	Health, Physical Education, Recreation	5402	Business Agriculture
		5008	Communications, Graphics
5404	Food Service Management		

Fall 1980			
5403	Forestry Technology	5208	Nursing
5299	Paramedical Assistant		

* * * * * * * * * * * * * * * * *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	324	329	335	345	345	421

Administration-Classroom 27,831

Physical Education-
Assembly-Vocational
Technical Combination 32,302

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$ 828,174	$ 714,474	$ 833,436	- 0 -

* * * * * * * * * * * * * * * * *

CECIL

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	764	825	883	915	939	1,043
Cost/FTE	$ 1,561	$ 1,604	$ 1,647	$ 1,682	$ 1,733	$ 1,939
Expenditures	$ 1,192,604	$ 1,323,300	$ 1,454,301	$ 1,539,030	$ 1,627,287	$ 2,022,377

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5004	Industrial Management	5301	Engineering Technology
5005	Secretarial Science	5503	Teacher Aide
5104	Computer Operator	5504	Library Technology Assistant
	Associate Programs		
0506	Business Administration	5307	Fire Control Technology
0901	Engineering	5309	Surveying
4901	General Studies	5310	Electronics Technology
5004	Real Estate	5399	Pollution Abatement Technology
5005	Secretarial Science	5406	Estuarine Resource Technology
5103	Electronic Data Processing	5503	Teacher Aide
5303	Drafting Technology	5503	Elementary Aide
5304	Drafting Technology	5503	Language Arts Aide

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1977		
5002	Accounting and Finance		
	Not In Priority Order		
	Fall 1978		**Fall 1979**
0799	Data Processing Management	5506	Recreation
5406	Marine Propulsion		
5499	Terrestrial Studies		
	Fall 1980		
0837	Health Education		

* * * * * * * * * * * * * * * * * *

CHARLES

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	672	756	840	924	1,009	1,193

Academic Administration, Science, and Technology	47,143	
Gymnasium	27,084	
Student Service Center	6,170	
Learning Resource Center	26,643	
Assembly		8,320[a]

[a] Eligible under Guidelines; however, statutory limitation precludes further expenditures until statutory dollar limitation is increased.

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$3,805,802	$2,397,911	- 0 -	- 0 -[a]

[a] Eligible under Guidelines; however, statutory limitation precludes further expenditures until statutory dollar limitation is increased.

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	1,386	1,525	1,645	1,709	1,752	1,938
Cost/FTE	$ 2,136	$ 2,260	$ 2,390	$ 2,511	$ 2,614	$ 3,115
Expenditures	$ 2,960,496	$ 3,446,500	$ 3,931,550	$ 4,291,299	$ 4,579,728	$ 6,036,870

CHESAPEAKE COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5001	Business Management	5501	Teacher Aide Science
5001	Real Estate	5503	Early Childhood Aide
5001	Secretarial Science	5505	Law Enforcement
	Associate Programs		
0801	Elementary Teacher Education	5001	Secretarial Science
0801	Secondary Teacher Education	5201	Medical Laboratory Technology
0801	Physical Education	5311	Electromechanical Technology
4901	General College Studies	5317	Building and Construction Technology
4901	Mathematics and Sciences		
4901	Humanities and Social Sciences	5402	Agriculture Technology
		5406	Marine Technology
4901	Business Administration	5406	Bay Resources Technology
5001	Business Management Technology	5501	Recreation Technology
		5505	Law Enforcement
5001	Real Estate		

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5403	Fisheries Science	5202	Dental Assistant
5599	Safety and Health Technician	5214	Medical Office Assistant
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5209	Technical Nursing	5206	Veterinary Technology
5599	Paralegal Technician	5306	Automotive and Diesel Technology

* * * * * * * * * * * * * * * * * *

CHESAPEAKE

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	304	306	309	311	314	320
Humanities } Sciences } Physical Education } Library } Student Union }	74,037					
Swimming Pool	11,000					
Technical Center	11,000					

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$5,052,794	$2,844,313	- 0 -	- 0 -

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	472	480	488	496	504	528
Cost/FTE	$ 2,600	$ 2,860	$ 3,120	$ 3,380	$ 3,640	$ 4,940
Expenditures	$ 1,227,200	$ 1,372,800	$ 1,522,560	$ 1,676,480	$ 1,834,560	$ 2,608,320

DUNDALK COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Associate Programs		
0506	Business Management and Administration	5311	Power Engineering Technology
0801	Education, General	5503	Child Care Center Management
4901	General Liberal Arts and Sciences	5503	Special Education, Instructional Aide
5004	Business and Industrial Management	5503	Paraprofessional Counseling
5004	Real Estate	5506	Recreation and Social Work Technology
5004	Industrial Technology, Manufacturing	5599	Trade Union Administration
5301	Mechanical and Engineering Technology	5599	Legal Assistant

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5002	Accounting	5304	Drafting, Architecture and Industrial
5007	Commercial Photography	5499	Chemical Technology
5099	Court Reporter	5206	Veterinary Assistant
5004	Insurance		
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5099	Port Management	5301	Engineering Science
5405	Home Economics	5310	Electronics
5402	Horticulture	5310	Electricity
5308	Welding	5317	Brick Laying
5306	Automotive	5317	Plumbing
5317	Carpentry	5299	Sports Medicine
5216	Psychological Technician	5218	Nursing Home Administration
		5219	Physical Therapy

DUNDALK

Fall 1980

5210 Occupational Therapy

* * * * * * * * * * * * * * * * * *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	588	657	727	796	866	1,110
Administration-Classroom Classroom No. 1	34,985					
Library		18,982				
Physical Education		22,275				
Humanities-Classroom				21,243		
Site Development-Parking Athletic Fields						

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$2,473,080	$1,413,885	$1,065,984	- 0 -[a]

[a] $2,351,390 required to fulfill computed need based on Guidelines.

* * * * * * * * * * * * * * * * * *

DUNDALK

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	1,147	1,268	1,369	1,423	1,456	1,612
Cost/FTE	$ 1,922	$ 1,959	$ 1,997	$ 2,024	$ 2,109	$ 2,321
Expenditures	$ 2,204,534	$ 2,484,012	$ 2,733,893	$ 2,880,152	$ 3,070,704	$ 3,741,452

ESSEX COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5005	Secretarial Science	5201	Health Services Management
5005	Banking	5202	Dental Assisting
	Associate Programs		
0501	Business Management	5005	Executive Secretary, Option
0502	Accounting, Option	5005	Legal Secretary, Option
0506	Industrial Management, Option	5005	Medical Secretary, Option
0509	Marketing, Option	5201	Health Services Management
0515	Personnel Management, Option	5202	Dental Assisting
0802	Elementary Education, Option	5205	Medical Laboratory Technician
0803	Secondary Education, Option	5207	Radiologic Technology
0815	Speech, Option	5208	Nursing
0831	Art, Option	5216	Mental Health Associate
0832	Music, Option	5299	Nuclear Medicine Technician
0838	Secretarial Education, Option	5299	Physician's Assistant
0838	General Business, Option	5299	Health Planning Assistant
0839	Industrial Arts, Option	5312	Industrial, Option
0901	Engineering	5399	Computer Science, Option
0901	Engineering Associate	5499	Statistical Assistant/Clerk
1007	Drama	5503	Early Childhood Development
1220	Speech and Hearing Science	5503	Elementary School Aide, Option
4901	Arts and Sciences		
4999	General Studies	5503	Handicapped Children, Option
5001	Business Management	5503	Pre-School Aide, Option
5002	Accounting, Option	5503	Special Education, Option
5002	Industrial Arts, Education Option	5505	Criminal Justice
		5506	Social Service Assistant
5003	Banking	5508	Urban Development Assistant
		5508	Public Administration

ESSEX

Projected Programs

HEGIS Code	Description	HEGIS Code	Description

In Priority Order

Fall 1976		Fall 1977	
5406	Marine Operations Technology	5399	Materials Science Technology
5212	Optical Technology	5008	Communications Arts-Film, Radio, T.V., Journalism
5011	Travel Agent Associate		
5008	Journalism-Public Relations	5007	Photography
5099	Real Estate Property Management	5004	Insurance
5004	Real Estate Sales	5004	Small Business Management
5299	Physician Assistant-Emergency Medicine	5213	Medical Records Technology
5499	Biological Science Technology		
5099	Court Reporting		

Not In Priority Order

Fall 1978		Fall 1979	
5310	Appliance Repair	5203	Dental Hygiene
5299	Ultra Sound Technology	5215	Respiratory Therapy
5408	Environmental Health	5299	Dietary Technician
5599	Forensic Science	5201	Health Education Assistant
5299	Emergency Medical Technician	5299	Medical Photography
5299	Cardiac Rescue Technician	5299	Health Advocate-Ombudsman
5011	Traffic Management	5599	Juvenile Services Aide
5001	Office Management	5399	Energy Research and Development Technician
5212	Laser-Electro Optical Technician		
5402	Plant Science		

Fall 1980			
5302	Aircraft Maintenance and Repair	5012	Fashion Design and Merchandising
5205	Histotechnician	5012	Commercial Display
5205	Cytotechology		

* * * * * * * * * * * * * * * * * *

ESSEX

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	3,373	3,421	3,470	3,518	3,567	3,654
Instructional-Administration Humanities and Arts Library Physical Education	216,543					
Science-Allied Health	38,865					
Social Science-Counseling Center		31,816				
Maintenance and Operations				12,670		
Site Development-Parking Science Laboratory Modifications Second Entrance						

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$9,157,862	$7,125,947	$850,000	- 0 -

* * * * * * * * * * * * * * * * * *

ESSEX

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	4,873	5,293	5,676	5,885	6,036	6,699
Cost/FTE	$ 1,689	$ 1,746	$ 1,805	$ 1,853	$ 1,934	$ 2,212
Expenditures	$ 8,230,497	$ 9,241,578	$10,245,180	$10,904,905	$11,673,624	$14,818,188

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
0514	Secretarial Science	5310	Electronics Technology
5101	Data Processing		
	Associate Programs		
0502	Business Accounting	1203	Nursing Education
0506	Business Administration	4901	Arts and Sciences
0506	Business Management	5101	Data Processing
0514	Secretarial Science	5302	Aircraft Maintenance
0802	Teacher Education	5310	Electronics Technology

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5205	Biomedical Laboratory Technician	5306	Automotive and Truck Service Technician
5317	Construction Technology	5309	Surveying and Drafting, Option
5599	Legal Assistant	5003	Banking and Financial Management, Option
5505	Law Enforcement	5599	Social Service Assistant
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5402	Agricultural Technology	5302	Avionics
5499	Park Management-Wildlife Option	5304	Architectural Drafting, Option
5001	Office Administration, Option	5213	Medical Records, Option
5008	Graphic Communication	5008	Journalism and Technical Writing

FREDERICK

Fall 1980

5299	Biomedical Instrumentation	5499	Environmental Control Technician
5004	Industrial Technology, Manufacturing Option	5508	Urban Planning Technician
5210	Occupational Therapy Assistant		

* * * * * * * * * * * * * * * * * *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	573	602	631	660	691	700

Administration and Library Science Laboratory Classroom and Student Service Gymnasium	69,980	
Completion Building "C"	8,278	
Assembly and Office		8,320[a]
560 Additional parking spaces		

[a] Eligible under Guidelines; however, statutory limitation precludes further expenditures until dollar limitation is increased.

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$2,297,916	$2,097,609	- 0 -	- 0 -

* * * * * * * * * * * * * * * * * *

FREDERICK

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	1,195	1,320	1,424	1,480	1,517	1,677
Cost/FTE	$ 1,673	$ 1,710	$ 1,746	$ 1,773	$ 1,853	$ 1,968
Expenditures	$ 1,999,235	$ 2,257,200	$ 2,486,304	$ 2,624,040	$ 2,811,001	$ 3,300,336

GARRETT COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Associate Programs		
4901	Arts and Sciences	5005	Secretarial Science
4901	General Studies	5401	Environmental, Renewable Resources
5001	Business	5501	Human Services Technology

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5499	Natural Resources Law Enforcement Officers	5402	Horticulture
		1007	Drama
		5508	Personnel Management
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5012	Art	5314	Music, Instrument Repair
	Fall 1980		
5008	Commercial Advertising		

* * * * * * * * * * * * * * * * * *

GARRETT

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	115	117	119	122	125	127
Commons } Academic } Gymnasium }	34,475					
Pave parking lot and street[a]						
Tennis courts						

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$812,500	$812,500	- 0 -[a]	- 0 -

[a] Eligible under Guidelines; however, statutory limitation precludes further expenditures until statutory dollar limitation is increased.

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	425	430	435	440	445	470
Cost/FTE	$ 2,150	$ 2,250	$ 2,362	$ 2,480	$ 2,604	$ 3,584
Expenditures	$ 913,750	$ 967,500	$ 1,027,470	$ 1,091,200	$ 1,158,780	$ 1,684,480

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5005	Clerk Typist	5005	Secretarial Administration
	Associate Programs		
0506	Business Administration	5101	Data Processing
0801	Teacher Education	5207	Radiologic Technology
0901	Engineering	5208	Nursing
1223	Medical Laboratory Technology	5311	Electrical Engineering Technology
4902	Science-Mathematics		
4903	Arts	5315	Mechanical Engineering Technology
5002	Accounting and Business		
5005	Executive Secretarial	5404	Food Service Management
5008	Communications	5503	Early Childhood Instructional Aide
		5505	Law Enforcement

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5507	Fire Science Technology	5501	Human Services Technician
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5317	Architectural Building Construction Technology	5099	Occupational Safety Technology
	Fall 1980		
0839	Industrial Arts Education		

* * * * * * * * * * * * * * * * *

HAGERSTOWN

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	984	1,035	1,086	1,137	1,189	1,210
Administration	4,092					
Student Center	5,788					
Library	8,891					
Science	10,835					
Classroom	15,182					
Physical Education	14,821					
Alteration to Career Center	44,862					
Alteration and addition to Administration	992					
Addition to Physical Education		2,900				
Assembly			9,020			
Vehicle Maintenance			3,000			
Addition to Administration						1,850
Outdoor Athletic Facility						

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$2,216,203	$1,944,974	$1,006,550	$ 64,000

* * * * * * * * * * * * * * * * * *

HAGERSTOWN

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	1,481	1,630	1,755	1,783	1,869	2,069
Cost/FTE	$ 1,842	$ 1,971	$ 2,107	$ 2,254	$ 2,412	$ 2,967
Expenditures	$ 2,728,002	$ 3,212,730	$ 3,697,785	$ 4,018,882	$ 4,508,028	$ 6,138,723

HARFORD COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5005	Secretarial Science	5306	Automotive Transmission
5005	Office Careers	5306	Automotive Tune-Up
5008	Broadcasting	5309	Civil Technology
5009	Photo Offset Lithography	5309	Drafting and Surveying
5103	Business Computer Programmer	5310	Electronic Technology
5306	Front-End Alignment	5505	Law Enforcement
	Associate Programs		
0501	Business Administration	5101	Business Data Processing
0801	Teacher Education	5208	Nursing
0901	Engineering	5306	Auto Engineering Technology
4901	General Studies	5309	Civil Engineering Technology
4901	Arts and Sciences	5310	Electronics
5005	Secretarial	5407	Science Laboratory Technology
5012	Graphic Arts Technology		
5012	Interior Decorating	5505	Criminal Justice

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5008	Broadcasting	5501	Human Services
5007	Photography	5003	Banking and Finance
5012	Interior Design	5001	Business-Midmanagement
5004	Retail Management	5008	Communications
5004	Real Estate		

HARFORD

Not In Priority Order

Fall 1978		Fall 1979	
5407	Science Laboratory Technology	5301	Mechanical Engineering Technology
5012	Applied Music	5012	Applied Art
5004	Insurance	5506	Equestrian Science
5317	Construction Management	5506	Equestrian Management
		5599	Legal Assistant

Fall 1980

5404	Food Service Technology	5506	Recreation-Resort Management
5010	Hotel-Motel Management		

* * * * * * * * * * * * * * * * * *

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	1,228	1,300	1,373	1,445	1,518	1,573

Fine Arts }	
Science }	
Academic }	
Physical Education }	
Library }	
Vocational-Technical }	124,507
Administration }	
Community Services }	
Student Personnel }	
Central Recreation }	
Student Center }	
Library	36,394

Parking Lot
Conversion of old Library

HARFORD

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$4,217,482	$3,248,473	$731,246	- 0 -

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	2,437	2,662	2,860	2,967	3,043	3,373
Cost/FTE	$ 1,681	$ 1,755	$ 1,831	$ 1,899	$ 1,983	$ 2,419
Expenditures	$ 4,096,597	$ 4,671,810	$ 5,236,660	$ 5,634,333	$ 6,034,269	$ 8,159,287

HOWARD COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5001	Business and Commerce Technology, General		
	Associate Programs		
4901	General Liberal Arts and Sciences	5101	Data Processing Technology, General
5001	Business and Commerce Technology	5201	Nursing
5004	Retailing	5299	Biomedical Technology
5010	Housing Management	5301	Mechanical and Engineering Technology, General

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5317	Carpentry	5402	Plant Science Technician, Ornamental Horticulture
5212	Optometric Technician	5399	Warehousing
5001	Business Management	5317	Air Conditioning
	Not In Priority Order		
	Fall 1978		**Fall 1979**
5499	Statistical Assistant	5306	Truck Driving
5007	Photography	5399	Building Maintenance

* * * * * * * * * * * * * * * * * *

HOWARD

PHYSICAL FACILITIES

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	688	812	936	1,060	1,186	1,643
Existing	48,428					
Nursing Education	17,995					
Gymnasium		25,738				
Communications Arts		27,061				
Alterations to existing building to convert Learning Resources Center						

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$3,704,621	$1,725,267	$1,632,465	- 0 -

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	1,242	1,372	1,480	1,537	1,576	1,743
Cost/FTE	$ 2,109	$ 2,236	$ 2,369	$ 2,494	$ 2,602	$ 3,066
Expenditures	$ 2,619,378	$ 3,067,792	$ 3,506,120	$ 3,833,278	$ 4,100,752	$ 5,344,038

MONTGOMERY COLLEGE

PROGRAMS

Present Programs - Rockville

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5005	Shorthand	5503	Child Care Aide
5005	General Business Studies	5505	Corrections
5104	Computer Operator	5507	Fire Science
5503	Instructional Aide		
	Associate Programs		
5002	Accounting	5600	Art and Theatre
5004	Management-General Business Option	5600	Business Administration
		5600	Education, Elementary
5004	Management-Marketing Option	5600	Engineering
5004	Management-Management Option	5600	General Education, Social Science
5005	Secretarial-Executive		
5005	Secretarial-Legal	5600	Geography, Cartography, and Community Planning
5005	Secretarial-Medical		
5009	Printing Technology	5600	Home Economics
5010	Food Services Option	5600	Liberal Arts and Science
5010	Hotel-Motel Option	5600	Medical Technology
5012	Advertising Art	5600	Music
5103	Computer Science and Technical Business Option	5600	Pre-Dentistry
		5600	Pre-Law
5103	Computer Science Technology, Science Mathematics Option	5600	Pre-Medicine
		5600	Pre-Optometry
		5600	Pre-Pharmacy
5301	General Engineering Technology	5600	General Education, Science and Mathematics
5304	Architectural Technology		
5309	Civil Engineering Technology	5600	Liberal Arts and Science, Mathematics
5310	Electronic Technology		
5315	Mechanical Engineering Technology	5600	Education, General Business Education
5505	Criminal Justice	5600	Education, Secondary Education
5506	Recreation Leadership		
5507	Fire Science	5600	Education, Industrial Education
5508	Geography, Cartography, and Community Planning	5600	Education, Secretarial Education
		5600	Education, Physical Education

MONTGOMERY

Present Programs - Takoma Park

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5005	Shorthand	5202	Dental Assisting
5005	General Business Studies	5214	Medical Assistant
	Associate Programs		
5004	Management, General Business Option	5600	Education, Elementary
		5600	Education, General Business
5004	Management, Management Option	5600	Education, Secondary
5004	Management, Marketing Option	5600	Education, Secretarial
5005	Secretarial, Executive	5600	Engineering
5005	Secretarial, Legal	5600	General Education, Social Science
5103	Computer Science and Technical Business Option	5600	General Education, Science and Mathematics
5103	Science-Mathematics Option		
5202	Dental Assisting	5600	Home Economics
5204	Dental Laboratory Technology	5600	Liberal Arts and Science, Arts
5205	Medical Laboratory Technician		
5207	Radiologic Technology	5600	Liberal Arts and Science, Science and Mathematics
5208	Nursing		
5214	Medical Assistant	5600	Medical Technology
5216	Mental Health	5600	Pre-Dentistry
5600	Art	5600	Pre-Law
5600	Business Administration	5600	Pre-Medicine
		5600	Pre-Optometry
		5600	Pre-Pharmacy

Projected Programs - Rockville

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
5404	Food Management	5099	Travel, Tourism
5008	Broadcast Technician Option		

MONTGOMERY

Not In Priority Order

Fall 1978

5405	Dietary Management
5101	Data System Management
5008	Oral Communications
5405	Home Economics
5001	Fashion Merchandising Option

Fall 1979

5505	Industrial and Retail Security Option
5005	Secretarial Supervisor Option
5299	Speech Pathology Para-Professional
5506	Social Work Aide
5314	Piano Technician
5314	Instrument Repair

Fall 1980

5503	Child Day Care Aide
5599	Museum Technological Aide

Projected Programs - Takoma Park

Fall 1977

5203	Dental Hygienist

Fall 1978

5205	Biomedical Equipment Technician

Projected Programs - Germantown

In Priority Order

Fall 1977

4901	Intercultural Education
5306	Automotive Technology
5317	Construction Management

Not In Priority Order

Fall 1979

5499	Land Resources Management
5503	Educational Aide
5402	Ornamental Horticulture
5499	Agriculture-Related Food Processing

* * * * * * * * * * * * * * * * * *

MONTGOMERY

PHYSICAL FACILITIES

Rockville

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	5,714	6,149	5,184	5,619	4,950	4,950
Academic } Administration } Student } Science } Gymnasium } Technical } Library }	409,490					
Central College Office			10,000			
Additional Parking						

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$9,162,875	$9,131,571	$807,000	- 0 -

Takoma Park

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	1,750	1,750	1,750	1,750	1,750	1,750
Classroom-Laboratory and Office Clusters	32,509	9,470	1,000	1,200		4,540
Addition to Science	26,424					
Addition to Library	25,353					
Alteration to Science		13,050				
Alteration to Library		6,903				
Student Service and Food Areas		9,924				6,470
Physical Education Assembly			25,490			12,990

MONTGOMERY

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$3,949,821	$1,154,277	$1,300,179	- 0 -

Germantown

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	-	-	1,400	1,400	1,400	1,400
Classroom			17,175			
Laboratory			27,670			
Office			19,400			
Study			14,850			
Physical Education			14,640			
A.V.-T.V.-L.R.			1,250			
Student Service			7,940			
Support			3,950			

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$991,190	- 0 -	$4,278,306	

* * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	8,748	9,371	10,041	10,433	10,713	11,852
Cost/FTE	$ 2,052	$ 2,135	$ 2,218	$ 2,292	$ 2,394	$ 2,825
Expenditures	$17,950,896	$20,007,085	$22,270,938	$23,912,436	$25,646,922	$33,481,900

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

Present Programs

HEGIS Code	Description	HEGIS Code	Description
	Certificate Programs		
5005	Secretarial Science		
	Associate Programs		
5002	Accounting	5503	Early Childhood Aide
5004	Business-Management and Marketing Technology	5505	Law Enforcement
		5506	Recreation Leadership
5005	Secretarial, General	5507	Fire Science Technology
5005	Executive Secretarial	5600	Art
5006	Personal Services Technology	5600	Engineering
5007	Photography	5600	International Affairs
5101	Data Processing	5600	Music
5202	Dental Assisting	5600	Arts and Science
5205	Medical Laboratory	5600	Business Administration
5207	X-Ray Technology	5600	Elementary Education
5208	Nursing	5600	General Business Education
5216	Mental Health	5600	Health Education
5301	Mechanical Technology	5600	Industrial Arts Education
5303	Drafting Technology	5600	Physical Education
5309	Civil Technology	5600	Secondary Education
5310	Electronics Technology	5600	Secretarial Education
5311	Electrical Technology	5600	General Studies
5312	Industrial Technology		

Projected Programs

HEGIS Code	Description	HEGIS Code	Description
	In Priority Order		
	Fall 1976		**Fall 1977**
2214	Urban and Environmental Studies	0206	Urban Planning Assistant
		5311	Electromechanical Technology
5215	Respiratory Therapy	5204	Dental Laboratory Technology
5213	Medical Records Technology		
5299	Nuclear Medicine Technology		

PRINCE GEORGE'S

Not In Priority Order

Fall 1978		Fall 1979	
1009	Fashion Design	5010	Hotel-Motel Management
5012	Advertising Art Technology	5009	Reprographic-Printing Technology
		5508	Public Administration

Fall 1980

5011	Transportation Technology	5314	Music Equipment Repair Technology

* * * * * * * * * * * * * * * * * *

PHYSICAL FACILITIES

Largo

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	4,621	5,090	5,459	4,804	4,990	4,990
Administration and Library Classroom and Science Technology Auditorium and Office Gymnasium	180,188					
Student Service Center	47,804					
Classroom	79,716					
Library Addition			30,300			
Science Addition			15,530			
Physical Education Addition			22,575			
Administration and A.V.				22,950		
Access Road to Central Administration Alteration to convert Bookstore and Cafeteria to Print Shop and Storage Alteration to Bladen Hall Drainage, Lights and Walks						

PRINCE GEORGE'S

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$8,796,664	$5,574,235	$6,885,250	- 0 -

Clinton

Projected Net Assignable Square Feet
and Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1976	1977	1978	1979	1980	1985
PROJECTED FTDE	-	-	800	1,074	1,074	1,074

Site Development

Learning Resources Center, Classroom, and Administration Facility	74,000

Bond Authorizations FY 1961 - FY 1974		Projected Bond Requirements FY 1976-1980	FY 1981-1985
Allocated	Expended		
$685,000	$685,000	$3,382,600	- 0 -

* * * * * * * * * * * * * * * * * *

FINANCE

Projected Full-time Equivalent Enrollment,
Cost Per Full-time Equivalent Student,
and Current Operating Expenses

FISCAL YEAR	1976	1977	1978	1979	1980	1985
FTE	7,433	7,978	8,549	8,899	9,133	10,477
Cost/FTE	$ 1,706	$ 1,811	$ 1,923	$ 2,028	$ 2,119	$ 2,669
Expenditures	$12,680,698	$14,448,158	$16,439,727	$18,026,892	$19,352,827	$27,963,113

APPENDIX A

THE ANNOTATED CODE OF MARYLAND

ARTICLE 77A, SECTIONS 1-10
HIGHER EDUCATION: COMMUNITY COLLEGES

THE ANNOTATED CODE OF MARYLAND

ARTICLE 77A
HIGHER EDUCATION
COMMUNITY COLLEGES

Section 1. ESTABLISHMENT; POWERS OF TRUSTEES; ENROLLMENT OF EMPLOYEES AND PERSONS OVER SIXTY WITHOUT PAYMENT OF TUITION.

(a) Authority to establish and maintain; board of trustees. The board of education of any county and the board of school commissioners of Baltimore City, and until June 30, 1969 with the approval of the State Superintendent of Schools, by appropriate resolution may establish and maintain community colleges. From and after July 1, 1969 the approval shall be that of the State Board for Community Colleges. For the purposes of administration over these colleges, the board of education shall constitute a board of trustees and governmental corporation provided, however, that the board of education may, upon appropriate resolution and in accordance with the procedure set forth in Section 9 of this subtitle, transfer its authority and rights under this section to a board of trustees established by Section 9 of this subtitle, shall be vested with the following powers.

(b) General control; records, rules, and regulations. To maintain and exercise general control over the community colleges to keep separate records and minutes and to adopt reasonable rules, bylaws, or regulations to effectuate and carry out the provisions of this subtitle.

(c) President; faculty and other employees. To appoint a president of the community college and to fix the salaries and tenure of the president, faculty, and other employees. The president shall report directly to the board and recommend the appointment by the board of qualified faculty personnel and such other employees as being necessary for its efficient administration. He shall recommend the discharge of such employees for good cause provided those with tenure shall have reasonable notice of the grounds for their dismissal and an opportunity to be heard. He shall be responsible for the conduct of the college and for the administration and supervision of its departments.

(d) Acquisition of property. To purchase, lease, condemn, or in any other manner acquire real and personal property deemed necessary by the board of trustees for the operation of the community college.

(e) Disposition of assets. To sell, lease, or in any other

manner dispose of community college assets, real or personal, at public or private sale provided that the president of the community college and the chairman of the board of trustees are authorized to execute legal conveyances and other documents pursuant to an appropriate resolution of the board of trustees.

(f) Utilizing facilities of board of education. To utilize, if permission is duly granted, any land, building, personal assets, or other facilities of the board of education of the county or Baltimore City.

(g) Receipt of funds; acceptance of gifts. To receive local, State, and federal funds to defray the cost of the college programs authorized by this subtitle and to accept both conditional and unconditional gifts, as the case may be, from private persons.

(h) Entrance requirements; curricula. To determine entrance requirements and to approve curricula subject to minimum standards fixed by the State Department of Education until June 30, 1969 and, thereafter, by the State Board for Community Colleges. If such minimum standards are not met, no certificate of approval shall be issued by the State Department of Education or the State Board for Community Colleges.

(i) Student fees. To charge reasonable fees to students with a view to making college education available at low cost to all qualified persons.

(j) Enrollment of employees without payment of tuition. Full-time classified employees of community colleges may enroll during their non-working hours without tuition charge for classes offered by their community college which have at least ten regularly enrolled students. Such employees shall not be included in the computation of full-time equivalent students for the purposes of funding.

(l) Enrollment of persons over sixty without payment of tuition. The board of trustees of a community college may waive the tuition charge of a person who has attained the age of 60 years and who is a resident of the State for enrollment in the community college serving his residential district for any class offered by that community college which has at least ten regularly enrolled students. Such persons shall be included in the computation of full-time equivalent students for the purposes of funding under Section 7 of this Article.

(k) Agreements or contracts. To enter into agreements or contracts with any person, firm or corporation, or with any county, State, federal, or governmental agencies which are deemed by the board of trustees to be necessary or advisable to the establishment, maintenance, and operation of the community college. This power includes agreements between or among the counties and Baltimore City, their county commissioners or councils, and boards of trustees designed to create and support a community college for two or more counties or Baltimore City.

(l) Use of land, buildings, etc. in connection with secondary or vocational education programs. To permit the board of education of the county or Baltimore City, as the case may be, to utilize the lands, buildings, and any other facilities of the community colleges in connection with any program of secondary or vocational education administered by said board of education subject, however, until June 30, 1969 to the prior approval of the State Superintendent of Schools and, thereafter, of the State Board for Community Colleges.

(m) To sue and be sued.

(n) Garrett County. In Garrett County the board of education upon a determination to establish a community college and the adoption of an appropriate resolution thereon, shall notify the county commissioners of such determination. The county commissioners may elect within 60 days from receipt of such notification to submit the question of whether to establish a community college to the qualified voters of Garrett County at the next general election or at a special election called for that purpose. The board of education shall be authorized and directed to proceed with the establishment of a community college in the event that county commissioners elect not to submit such question to the voters but take no official action against such proposal within the time specified or in the event that the county commissioners elect to submit the question to the voters and the same is approved.

Section 2. REGIONAL COMMUNITY COLLEGES.

(a) Authority to establish. The State Board of Education until June 30, 1969 and, thereafter, the State Board for Community Colleges may establish regional community colleges for two or more counties or for one or more counties and Baltimore City subject, however, to the prior approval of the county commissioners, county councils, or city council, as the case may be, for each county (or Baltimore City) to comprise the region and to support such regional community college.

(b) Board of trustees; generally. In the event that pursuant to subsection (a) hereof, a regional community college is created for two or more counties or for one or more counties and Baltimore City, the members of the board of education (or as to Baltimore City, the members of the board of school commissioners) of each county (or Baltimore City) comprising the region and supporting said regional community college shall constitute a board of trustees for the purpose of administration over said regional community college, and said board of trustees shall possess all of those powers enumerated in Section 1 of this subtitle. Whenever the participating counties have different numbers of members on their respective boards of education, representation on the board of trustees of the regional community college for any county shall be limited to the number of members of the smallest county school board; and whenever any county's membership on the board of trustees is less than the number of its school board members, the board of education for such county shall elect from

its membership those who shall serve on the board of trustees provided that the maximum number of members on the board of trustees shall never exceed twelve, with an equal number from each participating county.

(c) Same; chairman, secretary, and treasurer. The board of trustees of each regional community college shall annually elect a chairman from among its membership and shall select some qualified person or persons as secretary of the board and treasurer of the board.

(d) Same; ex officio members. The county superintendent of schools (or, as to Baltimore City, the superintendent of public instruction) of each political subdivision within the region shall be ex officio members and shall attend all meetings of the board of trustees of the regional community college but shall not vote.

(e) Applicability of subtitle provisions. Except to the extent that they are inconsistent with the provisions of this section, all other provisions of this subtitle shall apply to regional community colleges.

(f) Trustee of community college does not act for board of education. When there is a regional community college, the members of the board of education in the region, in effect, have two hats and even though they both fit, when a trustee of the college wears his college hat he is not acting for the board of education of which he also happens to be a member.

Section 3. APPOINTMENT OF NEW BOARD OF TRUSTEES FOR REGIONAL COMMUNITY COLLEGES.

(a) Any regional board created pursuant to Section 2 which wishes to be divested of its responsibility for the management and control of the regional community college under its supervision may request the Governor to appoint a new board of trustees for said community college.

(b) Upon the request of a board of trustees as provided in subsection (a) of this section, the Governor shall appoint with the advice and consent of the Senate a new board of trustees for the said regional community college. The said board shall consist of seven members to be appointed by the Governor with the advice and consent of the Senate from time to time. Of the seven members appointed, one member shall be appointed from the board of education (or board of school commissioners) of each political subdivision in the region and two members shall be appointed for initial terms of six years each. The terms of office of the members of any regional board appointed by the Governor shall commence on July 1 of the year of appointment by the Governor. If any regional board has been created prior to July 1, 1969 and the terms of its members expire on a date other than June 30, the terms of such members shall be extended to the June 30 following the original expiration date of such appointment. A majority of the board shall not be

members of the local boards of education (or board of school commissioners); and to effect this result and achieve an odd number of board members, the Governor may increase the size of the regional board.

Section 3A. BOARD OF TRUSTEES OF CHESAPEAKE COLLEGE; AUDIT.

(a) Board established. Notwithstanding the provisions of subsection 2(b) and 3 of this article, there is a board of trustees consisting of eight members appointed by the Governor with the advice and consent of the House of Delegates to control, supervise, and guide the Chesapeake College. The provisions in subsection 2(d) and (3) of this Article do not apply to this section.

(b) Composition. The membership consists of two residents from each of the four counties comprising the region which the college serves.

(c) Terms. The term of membership is four years except that of the original appointees, four members, one from each county, are to serve a two-year term and four members, one from each county, are to serve a four-year term. A member serves until his successor is appointed and qualified. An appointment to a vacancy in an unexpired term is limited to the remainder of that term. A member may be appointed to successive terms.

(d) Compensation and expenses. The members serve without compensation, but they shall be paid their reasonable and necessary expenses while engaged in the discharge of their official duties.

(e) Powers; applicability of subtitle. The board possesses the powers enumerated in Section 1 of this Article. Except to the extent that they are inconsistent with the provisions of this section, all other provisions of this subtitle apply to the board of trustees of Chesapeake College and to the Chesapeake College.

(f) Audit by Legislative auditor. The joint budget and audit committee may direct the Legislative auditor to undertake an examination of the books and accounts of the college. Copies of the report of the Legislative auditor shall be made available to the board and to the governing bodies of the four counties comprising the region. The examination shall be conducted pursuant to subsection 71A through 51E of Article 40 of this Code.

Section 4. DEFINITIONS; FOR THE PURPOSES OF THIS SUBTITLE.

(a) Community college. A community college is defined as an institution of higher education offering the equivalent of freshman and sophomore years of college work and at least one or both of the following functions:

(1) offering terminal, vocational, technical, and semiprofessional programs; or

(2) offering terminal non-technical programs.

(b) Regional community colleges. A regional community college is defined as a community college established for and supported by two or more counties or one or more counties and Baltimore City. "Community college" as used in this subtitle shall be construed to include any regional community college unless by context a contrary construction is clearly intended.

Section 5. SECRETARY AND TREASURER OF BOARD OF TRUSTEES; BUDGETS AND LONG-TERM CAPITAL PROGRAM; SEAL; CHAIRMAN; EXCEPTION AS TO LOCAL BOARD OF COMMUNITY COLLEGE TRUSTEES; PROFESSIONAL AND CLERICAL EMPLOYEES ELIGIBLE FOR "TEACHERS' RETIREMENT SYSTEM."

(a) Except for regional community colleges, the county superintendent of schools (and in Baltimore City the superintendent of public instruction) shall serve as secretary and treasurer to the board of trustees. The president of the community college shall attend all meetings of the board, except those involving his personal position as president. Except for regional community colleges, the boards of trustees, the secretary-treasurers, and the presidents of the community colleges are charged with the preparation of the annual budget, its presentation to the county commissioners, county council, or the board of estimates of Baltimore and the receipt and expenditures of budgeted funds under an adequate accounting system, subject to review by the auditor of the county or of Baltimore City, as the case may be. They shall prepare and present to the local governing body an annual operating budget which shall contain a statement of all revenues, including surpluses, if any, estimated for the ensuing fiscal year, classified so as to show all revenues by funds and sources of income and a statement of all expenditures requested for the ensuing fiscal year, including capital expenditures with whatever other supporting data may be required by local fiscal authorities. They shall also prepare an annual capital budget and, when required by charter, local law, ordinance, or regulation, an annual long-term capital improvement program which shall contain a statement of all revenues and expenditures and be in accordance with local fiscal procedures to the extent local fiscal procedures are not inconsistent with State law. Notwithstanding other provisions of this subtitle, the budget of a community college and regional community colleges shall be subject to review and approval, including reduction therein, authorization and appropriation by the local governing body of the county or counties or mayor and city council of Baltimore, in accordance with the provisions of the charter, local law, ordinance, or other local regulation relating to the budget and appropriation of funds to the extent charter, local law, or ordinance, or regulation are not inconsistent with State law. For regional community colleges, the governing bodies of the participating counties shall act in concert and shall jointly consider the budget of that regional community college. The approval of at least fifty-one percent (51%) of the counties participating in the

regional community college shall be required before all participating counties approve the budget, and such action shall be binding on all the participating counties. Each community college shall submit its budget, including personnel detail, to the State Board for Community Colleges for informational purposes. The board of trustees shall be styled "The board of trustees of ..... community (or junior) college" and it may adopt a corporate seal. Except for regional community colleges, the chairman of the board of education or the board of school commissioners is the chairman of the board of trustees.

(1) In the event that a new local board of trustees is created pursuant to Section 9 of this Article, then the provisions of subsection (a) of this section shall be inapplicable with respect to the county superintendent of schools (or superintendent of public instruction). The president of the local community college or the president of one of the local community colleges shall be selected by the board or regional board to serve as secretary-treasurer of the board.

(b) All professional and clerical employees are eligible for participation in the Teachers' Retirement System as established and maintained under this Article.

Section 6. POWER TO APPROPRIATE AND BORROW FUNDS; REQUIRED APPROPRIATIONS; TRANSFERS OF APPROPRIATIONS.

The mayor and city council of Baltimore and the local governing body of any county for which a community college or regional community college is established under this subtitle have the right and power to appropriate funds to meet the cost of establishment, current expenses, purchase of land, construction of capital improvements, and the maintenance thereof. The local governing body shall make appropriations to the following major functions: general administration, general institutional expenses, instruction, student affairs, instructional resources, plant operation and maintenance, capital outlay, and debt service. Expenditures by the community college shall not exceed the amount appropriated for each function. Transfers of appropriations between major functions may be made only after they are submitted in writing and approved by the local governing body. If the local governing body fails to act upon such a request within thirty (30) days, the request shall stand approved as requested. Except in Baltimore City, where the transfer provisions of the City charter shall prevail, transfers of appropriations within a major function may be made at the direction of the local board of community college trustees provided, however, the local governing body shall be notified within thirty (30) days of any such transfer. In addition, the local governing body of any county and the mayor and city council of Baltimore City have the power to borrow funds for the purchase of land and the construction of capital improvements for those purposes upon such terms and conditions as they deem right and proper subject to the general requirements of local laws applicable to the creation of public debt. Funds to be appropriated or borrowed for a regional community college shall be provided for on a pro rata basis determined by the ratio of population of each of the counties

comprising the region and supporting the regional community college to the population of the entire region. For the purposes of this section the population of the respective counties shall be as determined by the State Department of Health from time to time.

Section 6A. BIDS.

If the cost of any building, improvement, supplies, or equipment of any sort for a community college exceeds the sum of five thousand dollars ($5,000), the board of trustees for the college shall advertise for bids in one or more newspapers published in their respective counties; publication of the advertisement to appear at least two weeks prior to the date on which bids are to be filed. The contract for the building, improvements, supplies, or other equipment shall be awarded to the lowest responsible bidder conforming to specifications with consideration being given to quantities involved, time required for delivery, purpose for which required, competence and responsibility of bidder, and his ability to render satisfactory service; and the board of trustees may reject any and all bids and readvertise for other bids; and any contract entered into or purchase made in violation of the provisions of this section shall be null and void; but (1) the provisions of this section shall not apply to contracts for the purchase of books and/or other materials of instruction; (2) the board may name in the specifications and advertisements for bids under this section the particular make, kind, or brand of article or articles to be purchased or contracted for; (3) nothing in this section applies to emergency repairs during the period of the regular academic year; and (4) this section shall not apply to contracting or purchasing for a community college done by a local government under procedures authorized by charter or by an act of the General Assembly.

Section 7. FINANCING.

(a) Proportion of current expenses paid by State, county, and students. Each community college or regional community college operating under the provisions of this subtitle shall be financed up to the maximum amounts provided in Section 7(b) on the general basis of receiving fifty percent (50%) of its current expenses from the State, twenty-eight percent (28%) from the county or counties (or Baltimore City) for which it is established, and twenty-two percent (22%) from fees and charges required from students at the community college. In this computation, "current expenses" shall be the product of the per-student operating cost for the current fiscal year multiplied by the number of full-time equivalent students enrolled in the current fiscal year. For the purposes of determining the State share of financing, the number of full-time equivalent students shall be computed by dividing the student credit hours produced in the fiscal year by thirty (30). Nothing herein shall be deemed to prohibit a county or counties or the City of Baltimore from authorizing and appropriating additional amounts for current expenses and from increasing the local governing body's share of such additional current expenses above twenty-eight percent (28%).

(b) Payment of State's share. Beginning for the State's fiscal year which commences on July 1, 1973, the Governor shall place in the State budget an item to pay the State's fifty percent (50%) share to each of the community colleges operating under this subtitle. It shall not exceed the sum of seven hundred dollars ($700) for each full-time equivalent student as computed above for the full fiscal year. In the case of community colleges of less than 500 full-time equivalent students in subdivisions of less than 50,000 population according to the 1970 census and of any regional community college serving several subdivisions with a combined population of less than 100,000 according to the 1970 census, the State will pay a fifty-five percent (55%) share, the student will pay a seventeen percent (17%) share, and the local subdivisions will pay a twenty-eight percent (28%) share with the State's share not to exceed the sum of one thousand one hundred dollars ($1,100) for each full-time equivalent student as computed above for the full fiscal year.

The State Board for Community Colleges shall certify to the State Comptroller on or before the last day of both July and November in each year one fourth of the estimated annual amount which is due the local board of trustees of each community college and on or before the last day of March in each year one half of the estimated annual amount which is due the local board of trustees of each community college, with full settlement at the end of the fiscal year and on the audit of the community college; and thereupon the Comptroller within five days shall draw his warrant on the Treasurer of the State of Maryland for the respective amounts due the local boards of trustees. The Treasurer of the State of Maryland upon receiving such warrants shall immediately pay the amounts due to the respective local boards of trustees.

(c) Payment of subdivision's share. In any political subdivision for which a community college or regional community college is operating under the provisions of this subtitle, the local governing body shall provide and pay to the community college, regional community college or colleges so operating not less than the political subdivision's twenty-eight percent (28%) share of current expenses and such additional amounts, if any, as authorized and appropriated by the local governing body in accordance with the provisions of subsections 7(a) and 7(b). The State Board for Community Colleges shall certify to the treasurer of each county or Baltimore City, as the case may be, on or before the last day of both September and March in each year one half of the estimated annual amount which is due the local board of trustees of each community college with full settlement at the end of the fiscal year based on the audit of the community college and, thereupon, the treasurer within five days of each of these dates shall draw his warrant on the county or the City of Baltimore, as the case may be, and shall pay the amount due to the board of trustees of the community college, regional community college or colleges for his respective political subdivision. The counties comprising the region for and supporting a regional community college shall share in the payment of the political subdivision's not less than twenty-eight percent (28%) share of current expenses on a pro rata basis determined by the ratio of the full-time student population in the regional community

college from each county to the full-time student population in the regional community college from all the counties of the region. The State Board for Community Colleges shall determine the portions of the cost chargeable to each county based on current enrollment figures and shall certify such determination of cost of each participating county.

(d) Fees of students from outside State, county, or region. Students from outside the State of Maryland who attend a community college or regional community college shall pay a full fee which covers the fifty percent (50%) share of the State and also the share of the political subdivisions in addition to the regular fees and charges for students. Out-of-county or out-of-region (or city) students from Maryland who attend a community college or regional community college shall pay fifty percent (50%) of a full fee which includes the share of the political subdivisions in addition to the regular fees and charges for students. Any political subdivision may levy and appropriate funds to pay the share of the political subdivisions for its residents who attend a community college in another political subdivision.

Section 7A. APPROPRIATION OF FUNDS TO GARRETT COMMUNITY COLLEGE FOR 1972 FISCAL YEAR ONLY.

The State Board for Community Colleges is authorized to pay to Garrett Community College from the funds appropriated for State aid for community colleges in the 1972 fiscal year only, the amount determined by the Board to represent an equitable share to be borne by the State of the actual financial needs of the college less any amounts paid to that college in this fiscal year based on the current expense formula in Section 7(a) of this Article.

Section 8. STATE BOARD FOR COMMUNITY COLLEGES.

(a) Created; membership; terms of members. The State Board for Community Colleges is created to consist of eight members. One of the members shall always be the State Superintendent of Schools. Six members shall be appointed by the Governor with the advice and consent of the Senate from among citizens of the State who are known for their interest in civic and public affairs and for their knowledge and perception in educational matters. These six members first appointed shall be appointed respectively for terms of from one to six years; and as each of these terms expires and, thereafter, a successor shall be appointed by the Governor with the advice and consent of the Senate for a full term of six years. The eighth member of the State Board for Community Colleges shall be a student in good standing attending a community college in Maryland who shall be appointed by the Governor after consideration of the recommendations of the presidents of the community colleges and with the advice and consent of the Senate for a term of one year beginning July 1 and ending June 30. A member of the Board may be appointed to successive terms. The Governor shall include one member of the State Board of Education among his initial appointments.

(b) Responsibility for community colleges. The State Board for Community Colleges shall serve until June 30, 1969 as an advisory board to the State Board of Education with respect to the operation, promotion, and functions of the several community colleges. From and after July 1, 1969 the State Board for Community Colleges, acting under the provisions of this section, shall have and exercise full Statewide responsibility for the several community colleges.

(c) Employees. From the time of its establishment the State Board for Community Colleges may employ a full-time salaried director to carry out its day-to-day functions under the control of the Board and it may employ such additional staff members, employees, and assistance as may be necessary to carry out the functions of the Board and as may be provided in the budget from time to time.

(d) Powers, duties, and functions. From and after July 1, 1969, the State Board for Community Colleges has the following powers, duties, and functions:

(1) To establish general policies for the operation of the State's community colleges;

(2) To conduct studies on the problems of community college education;

(3) To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activitites;

(4) To review and advise upon all curriculum proposals for newly established community colleges and for proposed major additions to or modifications of programs in existing community colleges;

(5) To recommend, review, and advise upon proposals for the establishment of new community colleges;

(6) To coordinate relationships among the community colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;

(7) To facilitate the transfer of students between the community colleges and the University of Maryland, the State colleges, and other institutions of higher education;

(8) To coordinate relationships between the community colleges and the State and local public school systems and the private high schools in order to facilitate cooperation with them in guidance and admission of students to the community colleges and

arrange for the most advantageous use of facilities.

(9) To establish and maintain a system of information and accounting of community college activities;

(10) To provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;

(11) To administer the State's program of support for the community colleges;

(12) To assist and represent the community colleges in seeking and administering federal monies available to them;

(13) To assist the Maryland Advisory Council for Higher Education in its investigation of need throughout the State and in its preparation of plans and recommendations for the establishment and location of new facilities and programs relating to the community colleges.

(14) To report annually to the General Assembly on the Board's activities and the activities of the community colleges.

Section 9. APPOINTMENT OF SEPARATE LOCAL BOARDS OF COMMUNITY COLLEGE TRUSTEES; STUDENT MEMBER OF ANNE ARUNDEL BOARD.

(a) Any local board of education which wishes to be divested of its responsibility for the management and control of the community college or colleges in that political subdivision may request the Governor to appoint a separate board of community college trustees for that political subdivision as provided in this section.

(b) Upon the request of a local board of education as provided in subsection (a) of this section, a local board of community college trustees composed of seven members shall be appointed. The Governor with the advice and consent of the Senate shall appoint the members of said board for said county, except in Baltimore City, and such board shall be appointed by the mayor and city council. Of the seven members first appointed to any local board, five shall be appointed for initial terms of from one to five years respectively and the sixth and seventh members shall be appointed for initial terms of six years each. As any such appointment expires, and thereafter, the appointing authority shall appoint a successor for a full term of six years. The terms of office of the members of any local board appointed by the Governor shall commence on July 1 of the year of appointment by the Governor. If any local board has been created prior to July 1, 1969 and the terms of its members expire on a date other than June 30, the terms of such members shall be extended to

the June 30 following the original expiration date of such appointment. Any member of the board may be appointed to a successive term. Among the appointees, the appointing authority may include one member of the board of education for the county or the board of school commissioners for Baltimore City except in Prince George's County where the board of trustees shall appoint one of its members to serve as liaison to the board of education. Any local board of trustees shall organize and select its own chairman from time to time.

(c) If a local board is created pursuant to this section it shall serve as the board of trustees for all community colleges except regional community colleges which are situated in the political subdivision.

(d) One additional member of the local board of community college trustees in Anne Arundel County shall be a resident of Anne Arundel County and a regularly enrolled student in good academic standing at the Anne Arundel County Community College. This student member shall be nominated by a method of selection determined by the student body of the community college. The nominee shall be appointed annually by the Governor with the consent of the Senate for a term of one year beginning July 1 and ending the next following June 30. This member may vote in the affairs of the local board of community college trustees.

Section 9A. CHARLES COUNTY COMMUNITY COLLEGE BOARD OF TRUSTEES.

Notwithstanding the provisions of Section 9 of this Article, Charles County Community College board of trustees shall be created, separate and distinct from the Charles County Board of Education. The board of trustees shall consist of seven members. The Governor with the advice and consent of the Senate shall appoint the members of the board who must be residents of Charles County. At least five members shall have completed sixty (60) semester hours of accredited college work and all shall receive expenses of six hundred dollars ($600) per year. Of the seven members appointed initially, five shall be appointed for initial terms of from one to five years respectively and the sixth and seventh members shall be appointed for initial terms of six years each. As any such appointment expires, and thereafter, the appointing authority shall appoint a successor for a full term of six years. Any member of the board may be appointed to a successive term. Among the initial appointees there shall be one member of the Charles County board of education who shall serve the initial term of one year and after the expiration of this one year term no current member of the Charles County board of education shall be appointed to the board of trustees.

Section 9B. BALTIMORE COUNTY COMMUNITY COLLEGE BOARD OF TRUSTEES.

The board of education of Baltimore County shall divest on or before July 1, 1971 its responsibility for the management and control of the community college or colleges in Baltimore County pursuant to

Section 9(a) of Article 77A of the Code and pursuant to Section 9(b) of said article the board of trustees shall be appointed except that one member of the board shall be appointed from each councilmanic district of Baltimore County.

Section 9C. HARFORD COUNTY COMMUNITY COLLEGE BOARD OF TRUSTEES.

Notwithstanding the provisions of Section 9 of this Article, the Harford community college board of trustees shall be created separate and distinct from the board of education of Harford County. The board of trustees consists of seven members who shall be residents of Harford County. Five members shall be appointed by the Governor and two members shall be appointed by the board of education of Harford County from among its membership. Of the members appointed, the five appointed initially by the Governor shall be for initial terms of from one to five years respectively. Thereafter, as a gubernatorial appointment expires, the Governor shall appoint a successor for a full term of five years. The sixth and seventh members appointed by the board of education of Harford County from among its membership shall be appointed annually. Any member of the board may be appointed to a successive term except that a member of the board appointed by the Governor may not serve for more than two consecutive full five-year terms. The board of trustees of the community college shall organize and select its own chairman annually.

Section 9D. FREDERICK COUNTY COMMUNITY COLLEGE BOARD OF TRUSTEES.

Notwithstanding the provisions of Section 9 of this Article, the Frederick County community college board of trustees shall be created separate and distinct from the Frederick County board of education. The board of trustees consists of seven members who shall be residents of Frederick County. Five members shall be appointed by the Governor with the advice and consent of the Senate and two members shall be appointed by the Frederick County board of education from among its membership. Of the members appointed, the five appointed initially by the Governor shall be for initial terms of from one to five years respectively. Thereafter, as a gubernatorial appointment expires, the Governor shall appoint a successor for a full term of five years. The sixth and seventh members appointed by the Frederick County board of education from among its membership shall be appointed annually. Any member of the board may be appointed to a successive term except that a member of the board appointed by the Governor may not serve for more than two consecutive full five-year terms. The board of trustees of the community college shall organize and select its own chairman annually.

Section 9E. NOMINATING COMMITTEE FOR BOARD OF TRUSTEES OF MONTGOMERY COMMUNITY COLLEGE.

(a) Duties; composition. In Montgomery County candidates for appointment to the board of trustees of Montgomery community college

shall be nominated by a nominating committee which shall be composed of five members, two of whom shall be appointed by the county council of Montgomery County, two of whom shall be appointed by the county executive, and one of whom shall be appointed by the Montgomery Community College Alumni Association.

(b) Qualifications; terms; chairman. Each member of the nominating committee shall be a resident and registered voter of Montgomery County and shall have knowledge of and interest in postsecondary education and shall have demonstrated an active interest in civic affairs. No person may be a member of the nominating committee who is an officer or employee of Montgomery community college or otherwise subject to the authority of the college. No person may be a member of the nominating committee who is (1) an officer of the State of Maryland or any board or agency of the State; or (2) an officer of Montgomery County or any board or agency of Montgomery County; or (3) an officer of any municipality located in Montgomery County or any board or agency of any municipality located in Montgomery County. The terms of one appointee of the county council and of one appointee of the county executive shall be for one year commencing on September 15, 1974 and terminating on September 14, 1975. The terms of the remaining appointees shall be for two years commencing on September 15, 1974 and terminating on September 14, 1976. All subsequent terms shall be for two years. If a vacancy occurs during a term, the vacancy shall be filled for the remainder of the unexpired term by the body which appointed the incumbent. The members of the nominating committee shall elect a chairman from among their members.

(c) Procedure for nominations. The State Board for Community Colleges shall convene initially the nominating committee when a vacancy occurs and shall otherwise provide assistance to the nominating committee. The nominating committee shall establish procedures for notifying the public of vacancies on the board of the community college for receiving applications and for securing the recommendations of faculty, students, and other interested persons. On or before December 15 preceding the annual vacancy and upon the occurrence of any other vacancy, the nominating committee shall submit to the Governor for each vacancy no less than two nor more than four names of qualified candidates who have been selected by a majority vote of the nominating committee.

(d) Selection of trustee by Governor. The Governor shall fill vacancies to the board of trustees of Montgomery community college from names submitted to him by the nominating committee.

Section 10. SUCCESSION OF POWERS; VESTING OF TITLE TO PROPERTY.

The local boards and regional boards of trustees created in this subtitle shall assume, exercise, and have the powers, duties, and functions of the former local or regional boards of trustees provided for elsewhere in this subtitle. Upon the appointment of any local or regional board of trustees under this section, title to all real and personal property of the community colleges under its jurisdiction shall vest in such

local or regional board of trustees.

Section 10A. COMPREHENSIVE LIABILITY INSURANCE.

(a) Generally. The board of trustees of any community college or regional community college shall carry comprehensive liability insurance to protect the board, its agents and employees, and any agents and employees of any college under its jurisdiction. The purchase of the insurance shall be considered as an educational purpose and as a valid educational expense.

(b) Standards and guidelines for policies. The State Board for Community Colleges shall adopt regulations setting up standards and guidelines for the policies, including a minimum liability coverage which shall not be less than one hundred thousand dollars ($100,000) per occurrence, and the policies purchased under this section after the adoption of these regulations shall conform to them.

(c) Self-insurance. Any of the above boards of education shall be considered in compliance herein if they are self-insured in an amount not less than one hundred thousand dollars ($100,000) per occurrence under rules and regulations promulgated by the State Insurance Commissioner. The policy limits for this insurance shall not exceed five hundred thousand dollars ($500,000).

(d) Defense of sovereign immunity. Nothing in this section shall be construed as affecting the right of the various boards of trustees, on their own behalf, from raising the defense of sovereign immunity to any amount in excess of the limit of the policy or in excess of one hundred thousand dollars ($100,000) in the case of self-insurance.

Section 10B. SELECTION OF SITE FOR COMMUNITY COLLEGE IN MONTGOMERY COUNTY.

(a) Prior to the acquisition of real property for the use and operation of a community college in Montgomery County, the board of trustees of the community college shall request in writing from the commission or agency having legal responsibility for county planning for land use the commission's confidential recommendations as to sites appropriate for the acquisition which meet the college's requests and State regulations as well as conforming as far as practicable to development plans for land use in the county. In its request, the board shall designate for the commission any sites which the board may have under tentative consideration; provided, however, that the commission shall not be limited in its recommendations to the sites designated by the board. The commission's recommendations to all designated sites shall be made in writing to the board within 45 days following receipt of the initial request from the board.

(b) Upon receipt of the site recommendations from the commission, the board shall rank suitable sites and select the site which it

feels is most suitable for its intended purpose from among the commission's recommendations. If a selection is made, the board shall forward it together with the other recommendations made by the commission to the county council for Montgomery County prior to site acquisition. Within 45 days after receipt of the board's selection the council shall either approve or disapprove the board's selection and, if disapproved, the council shall indicate to the board in writing the reasons for this disapproval. In the event of disapproval by the council, the board shall select a new site from among those considered by the commission. When a new selection is made it shall be resubmitted to the council for approval in the same manner as the original selection.

(c) If, after receipt of the site recommendations from the commission, the board is unable to agree upon a selection from among the commission's recommendations, the board shall so advise the county council in writing. In this event, the council may request that the commission reconsider the matter and resubmit recommendations for action by the board and the council in the same manner as provided for original recommendations.

(d) Following approval of a site by the council, the board may proceed with acquisition pursuant to the procedure prescribed by law.

Section 10C. HARFORD COUNTY EDUCATIONAL FOUNDATION.

(a) Created and continued; composition; compensation. The Harford County Educational Foundation, hereinafter called the foundation, is hereby created and continued a body corporate and politic. The foundation shall consist of nine directors appointed by the method and for terms as hereinafter provided. The directors shall serve without compensation.

(b) Selection of members; terms. The county executive of Harford County or his designee, the president of Harford community college, and the president of the board of education of Harford County, shall each be a member of the foundation ex officio. The six remaining initial directors shall be appointed by the county executive, two directors to be appointed for three years, two for two years, and two for one year. Directors shall be chosen from among residents of the county. As the terms of the initial appointees expire or as vacancies occur, their successors shall be elected by a majority vote of the foundation for terms of three years or the remainder thereof; and thereafter, these positions shall be so filled. However, the directors of the Harford County Educational Foundation as of July 1, 1974 shall remain members of the foundation for the remainder of their respective terms and the initial or successive appointments provided for herein shall be made only upon the expiration or vacancy of such terms occurring for any reason.

(c) Executive director and employees; bylaws. The foundation may appoint an executive director and other employees as may be necessary to be paid for by moneys made available for that purpose. The foundation shall adopt bylaws for governing its functions and a seal and may operate to the same extent as any private corporation.

(d) Purpose. The purpose of the Harford County Educational Foundation is declared to be to further educational opportunities afforded by established and recognized institutions of learning, particularly the Harford community college, by providing financial resources and services related thereto, for facilities as well as scholarships, fellowships, loans, grants, and other forms of assistance; and to provide an instrumentality or depository for the receipt of funds by grant, gift, devise, or bequest for educational uses, particularly those forms of philanthropy especially intended for education purposes.

(e) Powers. In furtherance of the purposes of the foundation, it may:

(1) Accept funds from federal and State governments and political subdivisions of Maryland;

(2) Accept moneys by gift, devise, or any other form, whether absolute or conditional, in furtherance of the purposes of the foundation;

(3) Act as trustee under any trust created solely for the educational benefit of an individual or individuals, and revocable upon termination of the purposes of the trust, by the settlor;

(4) Act as trustee and manage funds received by gift or devise as continuing endowments when the sole beneficiary is a specific individual or individuals or class of individuals.

(5) Act as trustee and administer funds that may be received from individuals, associations, or corporations for specified educational purposes acceptable to the foundation;

(6) Establish one or more permanent endowment funds to be used for educational scholarships or fellowships and administer the funds in furtherance of the objectives of the foundation;

(7) Act in the capacity of advisor, counsellor, or supervisor of educational pursuits of beneficiaries under trusts or grants if these powers are appended to moneys received for administration;

(8) Assist banks and lending institutions in developing and administering student loan plans;

(9) Administer educational and research grants received from federal or State governments, foundations, or others;

(10) (i) Borrow money and issue notes or other evidence of indebtedness; (ii) endorse any promissory note or obligation for any student aid loan at any bank or lending institution, and provide any contractual services concerning student aid loans for any bank or lending institution; (iii) enter into any contract with the Maryland Higher Education Loan Corporation or any agency of the State or federal government; or (iv) act as an agent for this corporation or agency for the purpose of implementing student aid loan programs by way of guarantee or otherwise; all notwithstanding any other State or local law to the contrary.

If a question of law arises with respect to the power of the foundation to receive and administer any grant or devise that cannot otherwise be resolved, the foundation or any party of interest may petition the Circuit Court for Harford County or other courts having jurisdiction for instruction as to its responsibilities in the property.

(f) Annual report; audit. The foundation shall annually report its activities for the preceding year to the county executive and county council. The finances of the foundation are subject to audit as the county executive requires.

(g) Exemption from bank licensing acts. The foundation is exempt from the provisions of bank licensing acts including Article 11, Section 166; Article 49, Section 5 (B); and Article 58A, subsections 1 through 16.

APPENDIX B

OPERATIONAL POLICIES AND BYLAWS
MARYLAND COMMUNITY COLLEGES

OPERATIONAL POLICIES AND BYLAWS
MARYLAND COMMUNITY COLLEGES

OPERATIONAL POLICIES

Article 77A, Section 8(d), of *The Annotated Code of Maryland* states that the Maryland State Board for Community Colleges has the responsibility "to establish general policies for the operation of the State's community colleges." Following are the Operational Policies and Bylaws as approved by the State Board for Community Colleges.

General Policies

1.1 The community colleges shall operate in accordance with the *Maryland Standards for Two-Year Colleges* approved by the Maryland State Board of Education.

1.2 The State Board for Community Colleges shall update annually the *Statewide Master Plan for Community Colleges* and implement those sections for which it has authority.

1.3 The community colleges shall submit data in accordance with the State Board for Community Colleges' data submission schedule and format.

1.4 The State Board for Community Colleges shall serve as the operational point of contact with respect to all State-level issues involving community colleges.

1.5 The community colleges shall act in accordance with the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State.*

Students

2.1 Admission to community colleges shall be open:

- To all high school graduates;
- To holders of high school equivalency certificates;
- To all adults (18 years of age or older) who desire a post-high school educational experience.

Students shall be admitted to a college although not necessarily to a specific program. Community colleges shall also serve high

school students in cooperation with policies established with local public school systems.

2.2 The community colleges shall act in accordance with the Maryland Council for Higher Education Student Transfer Policies.

Degree and Certificate Programs

3.1 The community colleges shall develop and submit program proposals to the State Board for Community Colleges for review and endorsement in accordance with procedures contained in the *Maryland Community College Program Proposal Manual.*

3.2 The State Board for Community Colleges shall forward its comments on program proposals to the community college presidents with copies to the chairmen of the local boards of trustees.

3.3 Community colleges shall evaluate annually degree and certificate programs in accordance with guidelines and procedures established by the State Board for Community Colleges.

3.4 The community colleges shall not offer upper division programs leading to the baccalaureate degree.

3.5 The community colleges shall develop and maintain on open file a general outline and set of objectives for each course offered.

Finance

4.1 The State Board for Community Colleges shall submit annually in September an estimated operating and capital budget request to the Department of Budget and Fiscal Planning.

4.2 The Maryland community colleges shall prepare annual operating budgets in accordance with procedures contained in the *Accounting Manual for Community Colleges* and submit to the State Board for Community Colleges the locally approved budgets no later than July 1.

4.3 The community colleges shall submit to the State Board for Community Colleges no later than October 1 signed financial and enrollment audits for the previous fiscal year.

4.4 The community colleges shall provide to the State Board for Community Colleges no later than July 1 a report containing personnel detail including salary schedules.

4.5 State support for community service activities shall be based upon the following:

4.5.1 Community service activities will be funded at the same formula level as regular credit granting courses.

4.5.2 For purposes of generating a full-time equivalent student, credit equivalent will be defined as 15 course hours equals one credit.

4.5.3 No activity will be funded from more than one State agency with State dollars.

4.5.4 Colleges must list and submit to the State Board for Community Colleges all community service activities for which State aid payment is to be requested, including the number of full-time equivalent students generated by each activity.

4.5.5 All community service activities excepting those of a recreational or an avocational nature will be funded by the State.

4.6 The State Board for Community Colleges will notify political subdivisions which sponsor public community colleges of their mandated share of the college's current operating expenses.

4.7 The State Board for Community Colleges shall certify to the State Comptroller the amount of State aid due to the local boards of trustees in accordance with provisions established in Article 77A, Section 7, of *The Annotated Code of Maryland*.

Facilities

5.1 The community colleges shall develop and submit capital construction projects for State financial participation in accordance with the *General Public Junior or Community College or Regional Community College Construction Procedures and the Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland.*

5.2 The State Board for Community Colleges shall establish on July 1 of each year a revised capital construction project priority list.

5.3 The State Board for Community Colleges in conjunction with the Maryland Council for Higher Education shall publish, no later than January 1, annual enrollment projections to be used by the community colleges in preparing capital construction projects.

5.4 Prior to submitting educational specifications for new capital projects, the community colleges shall submit to the State Board for Community Colleges for review a letter of intent and program proposal for any new program to be housed in the proposed facility.

Community College Board of Trustees

6.1 Boards of trustees shall forward copies of all approved board minutes to the State Board for Community Colleges.

6.2 Boards of trustees shall publish and submit to the State Board for Community Colleges current policies for the employment and retention of faculty and staff.

6.3 Boards of trustees shall submit to the State Board for Community Colleges their current procedures for institutional governance.

6.4 Current institutional policies for the evaluation of faculty and staff shall be submitted to the State Board for Community Colleges.

State Board for Community Colleges Personnel Policies

7.1 The State Board for Community Colleges shall provide equal employment opportunities for all regardless of race, religion, sex, or national origin.

7.2 The executive director of the State Board for Community Colleges shall annually evaluate the performance of each employee of the State Board and present copies of that evaluation to the employee and the State Board.

7.3 Personnel vacancies at the State Board for Community Colleges shall be filled in accordance with the Affirmative Action Policies established by the State Board.

BYLAWS

Article I Meetings

1 - Regular Meetings. The Board shall meet regularly and, as far as practicable, on the second Thursday of each month; but the date for any regular meeting may be changed by the majority of those voting at any previous regular meeting. All meetings of the Board shall be held in the State of Maryland.

2 - Special Meetings. A special meeting of the Board may be called at any time by the chairman, the vice-chairman, or any three members upon request in writing delivered to the secretary who shall forthwith cause written notice thereof to be made in accordance with Section 4 of this Article. Any such special meeting shall be held at such place within the State of Maryland as may be designated from time to time by the Board. The Board shall keep full and fair accounts of its transactions; and copies of the minutes of each regular and special meeting shall be promptly mailed to each member. Copies of all regular or

special meeting minutes shall be made available to the public by request.

3 - Executive Meetings. An executive meeting may be called at any time by the chairman, vice-chairman, or any three members upon request. The Board shall keep full and fair accounts of its transactions and copies of the minutes shall be mailed only to Board members unless otherwise designated by the Board chairman.

4 - Notice of Meetings. Notice of the place, day, and hour of each regular and special meeting shall be given in writing to each Board member three days (or more) before the meeting by delivering the same to him personally; by telephone; by sending the same to him by telegraph; by leaving the same at his residence or usual place of business; or, in the alternative, by mailing such notice five days (or more) before the meeting, first class postage prepaid, and addressed to him at his last known post office address according to the records of the Board. Any meeting of the Board, regular, executive, or special, may adjourn from time to time to reconvene at the same or some other place and no notice need be given of any such adjourned meeting other than by announcement at the meeting at which the adjournment takes place.

5 - Quorum. At all meetings of the Board, five members shall constitute a quorum for the transaction of business. Except in cases in which it is by law, by these Bylaws, or by the rules and regulations adopted by this Board in accordance with law, otherwise provided, the affirmative vote of a majority of the members present at a duly constituted meeting shall be sufficient to elect and to pass any measure. In the absence of a quorum, the members present by majority vote and without notice other than by announcement may adjourn the meeting from time to time until a quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally provided, noticed, or consented to.

In the absence of a meeting, at the request of the executive director and concurrence of the chairman, the Board may be polled by telephone or by mail for a majority vote on business transactions.

6 - Agenda. The executive director shall, in consultation with the chairman, prepare the agenda for each meeting of the Board and distribute it in advance with the notice of the meeting. Items may be added to the agenda at the meeting by a vote of the majority of the Board. Persons other than Board members wishing to place items on the agenda of the Board meeting shall notify the executive director in writing no later than 48 hours in advance. Agenda items requested by persons other than Board members shall

be placed on the agenda if approved by the executive director in consultation with the chairman.

Article II Officers

1 - Officers. The Board shall choose from among its members a chairman and a vice-chairman. The executive director shall serve as secretary-treasurer to the State Board for Community Colleges.

2 - Term. Election of the chairman and vice-chairman shall take place at the regular meeting in June of each year. Officers shall take office immediately following the election. An individual may be elected to any number of terms. Any vacancy in any of the above offices may be filled by the Board at any regular or special meeting.

3 - Chairman. The chairman shall preside at all meetings of the Board, shall call special meetings of the Board as he deems it necessary, and shall sign all necessary legal documents approved by the Board. He may appoint such committees as he or the Board deems necessary.

4 - Vice-Chairman. The vice-chairman, at the request of the chairman, in his absence, or during his inability to act, shall perform the duties and exercise the functions of the chairman and when so acting shall have the powers of the chairman. The vice-chairman shall have such other powers and perform such other duties as may be assigned to him by the Board or the chairman.

5 - Secretary. The executive director, as secretary, shall be responsible for keeping the minutes of the meetings of the Board. He shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law; he shall be custodian of the records of the Board; and, in general, he shall perform all duties incident to the office of a secretary of a Board and such other duties as from time to time may be assigned to him by the Board or chairman.

6 - Treasurer. The executive director, as treasurer, shall have charge of and be responsible for all funds, receipts, and disbursements of the Board. He shall render to the chairman and the Board whenever requested an account of the financial condition of the Board; and, in general, he shall perform all the duties incident to the office of treasurer of a board of a corporation and other such duties as may be assigned to him by the Board or the chairman.

7 - Removal. Any officer of the Board may be removed as an officer of the Board, with or without cause, by vote of a majority of the entire Board at any regular meeting or at any special meeting called for that purpose.

Article III Amendments

1 - Amendments. Any and all provisions of these Bylaws may be altered or repealed and new Bylaws may be adopted at any regular meeting of the members or at any special meeting called for that purpose upon the affirmative vote of a majority of the entire Board.

APPENDIX C

RATIONALE, AUTHORITY, TIMETABLE, AND DEFINITIONS FOR STUDENT ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING IN MARYLAND COMMUNITY COLLEGES

RATIONALE, AUTHORITY, TIMETABLE, AND DEFINITIONS FOR STUDENT ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING IN MARYLAND COMMUNITY COLLEGES

RATIONALE

As part of its overall planning function, the Maryland Council for Higher Education (MCHE) annually prepares and updates total enrollment projections for the three public sectors and the private sector of higher education in Maryland. The Maryland Council's model takes into consideration such factors as actual births, high school enrollments, high school graduates, migration patterns, college enrollment, and survival rates. The MCHE projects full-time, part-time, and total headcount for each segment for ten calendar years.

In addition, the Maryland Council projects full-time equivalent enrollment for the ten-year period. When the gross projected enrollment totals are determined by the MCHE model, the staffs of the State Board for Community Colleges and the Maryland Council for Higher Education project the enrollment for each community college based upon previous performance and taking into account factors and trends which relate to individual institutions. These individual college enrollment projections form the basis for the annual State Board for Community College's Master Plan update in long-range facilities planning. Using certified data submitted by the colleges, the executive director of the State Board determines the projected full-time day equivalent enrollment (FTDE) for each institution. This is done by determining the percent of institutional contact hours generated between the hours of 8:00 a.m. and 5:00 p.m. and multiplying the percentage times the total institutional full-time equivalent enrollment (FTE x percent day contact hours = FTDE).

Facilities in Maryland public two-year colleges are built using either the five-year or ten-year FTDE projections for specific facilities. Only students who attend each campus in either credit or equated credit courses are eligible for computing the contact hours. Community services enrollment does not contribute to the projected enrollment.

AUTHORITY

The *Space Allocation Guidelines for the Administration and Development of Construction Projects for the Public Junior or Community Colleges in the State of Maryland*, approved by the Maryland Board of Public Works in

November 1974, require that enrollment projections used by the colleges for facilities planning "will be revised and agreed upon no later than January 1 by the State Board for Community Colleges and the Maryland Council for Higher Education." (Guidelines, Part B, 1.6.)

The Guidelines further state that "full-time day (8:00 a.m. to 5:00 p.m.) students and part-time day students shall be equated to full-time day equivalent (FTDE) students, which count, used in conjunction with space factors, will be a major basis for determining space needs. Only students attending the campus for which space needs are being computed shall be counted. The full-time day equivalent count for each college is to be determined and certified by the executive director of the State Board for Community Colleges in accordance with the accepted Statewide definitions promulgated by the Maryland Council for Higher Education." (Guidelines, Part B, 1.3-1.4.)

TIMETABLE

The enrollment projections used by the colleges in determining space allocations must be revised annually prior to January 1 and agreed upon by the State Board for Community Colleges and the Maryland Council for Higher Education. The normal schedule for preparing and releasing these projections will be:

November 1	-	Opening Fall enrollments submitted to the State Board for Community Colleges and the Maryland Council for Higher Education by the colleges (HEGIS).
December 1	-	Preliminary projections prepared by the Maryland Council for Higher Education and the State Board for Community Colleges and sent to each college for review.
December 15	-	College response to preliminary projections submitted to the State Board.
January 1	-	Final enrollment projections released to colleges by the State Board.
July 1	-	Bond proposal projects based upon approved enrollment projections as of the previous January 1 submitted to the State Board.

DEFINITIONS

Full-time student	-	Those students whose academic load--course work or other required activity--is at least 75 percent of the normal full-time load.

Normal full-time load	-	Usually determined by dividing the total number of credits required for completing the program by the number of terms normally required to obtain them.
Part-time student	-	Those students whose academic load--course work or other required activity--is less than 75 percent of the normal full-time load.
Full-time equivalent enrollment	-	One third part-time enrollment plus full-time enrollment (1/3 PT + FT = FTE).
Student contact hour	-	Number of clock hours student spends in interacting with all modes of instruction utilized in course.
Full-time day equivalent enrollment	-	Percentage of institutional student contact hours generated between 8:00 a.m. and 5:00 p.m. times full-time equivalent enrollment (percent day institutional contact hours x FTE = FTDE).

SUMMARY

Student enrollment projections for community colleges must have the built-in flexibility of annual revision. The Maryland Council for Higher Education's report *The Outlook for Enrollments in Higher Education in Maryland Throughout the 80's* states: "Various factors may alter the trends used in the projections, such as a major economic disaster, a prolonged energy crisis, increased need for men in the armed forces, and a change in net migration rates. However, there is no reason to assume that any of these will occur at this time. However, the enrollment model is constructed to accept alternative assumptions and an annual update of relevant data in the model is planned."

Additionally, when distributing the total community college segmental enrollment among the institutions, various judgmental factors must be considered, such as the opening of new colleges or campuses, the construction of large suburban communities or housing developments, implementation of rapid transit systems, and the construction of new facilities.

Finally, the Maryland Council's report, in dealing with segmental projections, makes the point that ". . . the total projected enrollment is probably fixed since it is primarily based on births, migration, high school graduation, and rates of college attendance; but the segmental distribution is somewhat flexible. This means that an individual segment through recruiting and other practices that attract additional students in significant numbers over those that are projected, will probably not be attracting new students into higher education but will be attracting

students at the expense of one of the other segments. The danger exists, therefore, that uncoordinated growth would result in a poor distribution of facilities, programs, and faculties."

Thus, the segmental projections developed by the Maryland Council for Higher Education can be altered simply if one segment's actual performance in attracting additional students consistently exceeds its projections while another segment fails to reach its projected enrollment.

APPENDIX D

SELECTED STATISTICAL DATA 1973-1974
MARYLAND COMMUNITY COLLEGES

SELECTED STATISTICAL DATA 1973-1974
MARYLAND COMMUNITY COLLEGES

The Selected Statistical Data 1973-1974 for Maryland community colleges is intended to provide information to interested groups, such as the State legislature, State agencies, external agencies, administration, faculty, and students. The data presented herein are of two categories: narrative general interpretative comments and tabular presentation of the data in the areas of enrollments, degrees awarded, finances, facilities, and personnel.

Information in this report is compiled from a series of reports submitted to the State Board for Community Colleges by the colleges.

ENROLLMENT

Opening Fall 1973 enrollment indicates that Maryland community colleges enrolled 64,679 credit-seeking students. The rate of growth in part-time students continues strong while the full-time student growth rate has leveled.

Full-time enrollment increased from 24,070 in 1973 to 24,235 in 1974, an increase of 165 (.7 percent) students. Part-time student enrollment accounted for 63 percent of the total enrollment. From 1973 to 1974 part-time enrollment grew from 34,646 to 40,444, an increase of 16.7 percent.

Of the total enrollment, 88.1 percent attend colleges in their own political subdivision; 8.9 percent attend out-of-county; and 3 percent attend from out-of-state.

Maryland community colleges enroll students from diverse ethnic and cultural heritages. Of the 64,679 total enrollment, 11,735 are from Black, American Indian, Oriental, Spanish American, or other racial descent. From 1973 to 1974 black student enrollment increased from 8,751 to 10,853, an increase of 1.9 percent in the total college enrollment. Black students now constitute 16.8 percent of the Maryland community college population.

In addition to the regularly enrolled students, approximately 38,000 Maryland citizens engaged in community service and adult education courses in 1973-1974. Enrollment projections for facilities planning are contained in Table 6. These projections detail the full-time day equivalent (FTDE) students for 1976 and 1985.

Political subdivision population totals indicate that 93 percent of Maryland's residents live in geographic areas containing community colleges.

These data show that, on the average, approximately 17 of every 1,000 Maryland citizens are currently enrolled for credit in a community college. Of the total Maryland population, 7 percent (286,300) live in political subdivisions not presently served by a community college. Based upon the current percent of population served (1.69 percent), it is estimated that an additional 4,828 Maryland citizens would enroll in a community college if one were located in each of these political subdivisions.

DEGREES CONFERRED

A total of 5,526 associate in arts degrees were awarded in 1973-1974 with 2,593 of these awarded in the occupational areas. The major areas of concentration of the occupational degrees awarded were:

Health Service	1,098	(42.3 percent)
Business and Commerce	534	(20.6 percent)
Public Service	529	(20.4 percent)
Engineering Related	203	(7.8 percent)
Data Processing	183	(7.1 percent)
Natural Science	46	(1.8 percent)

Comparison of the 1973-1974 and 1972-1973 occupational degrees awarded show that the distribution of degrees awarded within the six occupational areas has changed as follows: in 1973-1974 Business and Commerce replaced Public Service as the second largest area of awards and Engineering Related has replaced Data Processing as the fourth largest area of awards.

Table 9 compares the degrees and certificates awarded in Maryland Community colleges over a five-year period. The percentage of associate in arts degrees awarded in the transfer category compared to those awarded in the occupational area has shown a continued decrease. In 1969 28 percent of all degrees awarded were in occupational areas while in 1974 47 percent were in occupational areas. Further, occupational degrees accounted for 93 percent (618) of the 665 associate in arts degree increase from 1972-1973 to 1973-1974.

In 1972-1973 two colleges awarded 46 percent and 42 percent respectively of total certificates. For 1973-1974 the top two colleges accounted for 30 percent (75) and 15 percent (38) of the certificates awarded. The number of colleges awarding certificates increased from 11 in 1972-1973 to 14 in 1973-1974.

FINANCE

Total operating funds expended by Maryland community colleges over the period 1969-1974 have increased from $24,279,078 to $76,874,799, an increase of 217 percent.

The net operating cost of the community colleges for purposes of State aid totaled $66,845,369 of which the State contributed $28,058,646.

Maryland community colleges report the current assessed book value of land, buildings, and equipment at $132,975,666. The State of Maryland has authorized the expenditure of $101,000,000 for the purpose of constructing community college facilities over the past twelve years. Since the local political subdivisions in most cases have matched funds, it is estimated that over $200,000,000 has been authorized in that time for Maryland community college facilities.

Table 14 indicates the current schedule of tuition charged by the individual colleges. A wide range and variety of fees are also charged by the colleges but are not included in this report. It is estimated that the weighted average charge to a full-time Maryland community college student, including tuition and fees, is in excess of $400 annually.

ADDITIONAL REPORTS

Table 15 reports by type of room the net assignable square feet of space available at each of the community colleges. Since 1970 the total system net assignable square feet of space has increased 55,687 feet (33.2 percent).

Table 16 reports employment by race, function, and status on both a total system and individual college basis.

Table 17 lists those academic programs deleted or phased out in the period 1969-1973.

Table 1

OPENING FALL ENROLLMENT 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: HEGIS 2300-2.3-1

College	First Time Degree Credit Students (Transfer)			Total Degree Credit Students[a] (Transfer)			First Time Non-Bachelor Degree Credit Students (Occupational)			Total Non-Bachelor Degree Credit Students (Occupational)			Total Enrollment		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	110	17	127	290	259	549	269	58	327	561	189	750	851	448	1,299
Anne Arundel	440	528	968	1,129	1,691	2,820	326	364	690	748	1,148	1,896	1,877	2,839	4,716
Baltimore	336	675	1,011	999	2,920	3,919	504	1,013	1,517	1,572	2,818	4,390	2,571	5,738	8,309
Catonsville	480	1,519	1,999	1,436	3,911	5,347	382	528	910	1,036	2,175	3,211	2,472	6,086	8,558
Cecil	92	79	171	234	557	791	30	93	123	45	176	221	279	733	1,012
Charles	111	49	160	245	281	526	70	168	238	202	729	931	447	1,010	1,457
Chesapeake	133	48	181	201	288	489	45	22	67	91	72	163	292	360	652
Dundalk	67	140	207	274	759	1,033	24	92	116	84	247	331	358	1,006	1,364
Essex	348	176	524	1,054	2,216	3,270	729	722	1,451	1,633	2,345	3,978	2,687	4,561	7,248
Frederick	115	252	367	359	676	1,035	52	112	164	156	250	406	515	926	1,441
Garrett	31	11	42	79	99	178	41	27	68	66	69	135	145	168	313
Hagerstown	263	118	381	459	713	1,172	185	160	345	335	237	572	794	950	1,744
Harford	327	352	679	763	1,060	1,823	131	355	486	264	731	995	1,027	1,791	2,818
Howard	136	191	327	240	786	1,026	110	164	274	189	244	433	429	1,030	1,459
Montgomery:															
Rockville	1,372	1,878	3,250	3,508	4,688	8,196	498	156	654	1,245	716	1,961	4,753	5,404	10,157
Takoma Park	259	446	705	710	1,068	1,778	93	44	137	341	353	694	1,051	1,421	2,472
Prince George's	930	490	1,420	2,493	4,364	6,857	432	297	729	1,194	1,609	2,803	3,687	5,973	9,660
TOTAL	5,550	6,969	12,519	14,473	26,336	40,809	3,921	4,375	8,296	9,762	14,108	23,870	24,235	40,444	64,679

[a] This total includes students reported as "unclassified."

F-T = Full-time
P-T = Part-time

Table 2

COMPARISON OF 1972, 1973, AND 1974 OPENING FALL ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES
Source of Data: HEGIS 2300-2.3-1

College	Part-time					Full-time					TOTAL				
	Fall 1972	Incr. (Decr.) %	Fall 1973	Incr. (Decr.) %	Fall 1974	Fall 1972	Incr. (Decr.) %	Fall 1973	Incr. (Decr.) %	Fall 1974	Fall 1972	Incr. (Decr.) %	Fall 1973	Incr. (Decr.) %	Fall 1974
Allegany	336	19.1	400	12.0	448	805	(1.4)	794	7.2	851	1,141	4.7	1,194	8.8	1,299
Anne Arundel	1,907	32.1	2,520	12.7	2,839	1,620	.9	1,634	14.9	1,877	3,527	17.8	4,154	13.5	4,716
Baltimore	4,437	10.5	4,902	17.1	5,738	2,698	.9	2,345	9.6	2,571	7,135	1.6	7,247	14.7	8,309
Catonsville	4,628	18.3	5,474	11.2	6,086	2,651	(2.4)	2,588	(4.5)	2,472	7,279	10.8	8,062	6.2	8,558
Cecil	485	10.3	535	37.0	733	189	25.9	238	17.2	279	674	14.7	773	30.9	1,012
Charles	733	25.0	916	10.3	1,010	389	7.2	417	7.2	447	1,122	18.8	1,333	9.3	1,457
Chesapeake	255	44.3	368	(2.2)	360	327	(14.1)	281	3.9	292	582	11.5	649	.5	652
Dundalk	495	65.3	818	23.0	1,006	138	79.0	247	44.9	358	633	68.3	1,065	28.1	1,364
Essex	2,718	28.4	3,490	30.7	4,561	2,612	6.8	2,790	(3.7)	2,687	5,330	17.8	6,280	15.4	7,248
Frederick	627	19.6	750	23.5	926	462	6.9	494	4.3	515	1,089	14.2	1,244	15.8	1,441
Garrett	136	(11.0)	121	38.8	168	107	17.8	126	15.1	145	243	1.7	247	26.7	313
Hagerstown	629	31.2	825	15.2	950	793	(.9)	786	1.0	794	1,422	13.3	1,611	8.3	1,744
Harford	1,675	(6.6)	1,565	14.4	1,791	943	5.8	998	2.9	1,027	2,618	(2.0)	2,563	10.0	2,818
Howard	619	48.1	917	12.3	1,030	317	31.2	416	3.1	429	936	42.4	1,333	9.5	1,459
Montgomery:															
Rockville	3,606	20.2	4,334	24.7	5,404	4,527	9.2	4,944	(3.9)	4,753	8,133	14.1	9,278	9.5	10,157
Takoma Park	1,240	5.1	1,303	9.1	1,421	1,272	(11.4)	1,127	(6.7)	1,051	2,512	(3.3)	2,430	1.7	2,472
Prince George's	4,437	21.9	5,408	10.5	5,973	3,451	11.4	3,845	(4.1)	3,687	7,888	17.3	9,253	4.4	9,660
TOTAL	28,963	19.6	34,646	16.7	40,444	23,301	3.3	24,070	.7	24,235	52,264	12.4	58,716	10.2	64,679

Incr. = Increase
(Decr.) = Decrease

Table 3

ENROLLMENT BY RACE FALL 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: MCHE Survey

College	White		Black		American Indian		Oriental		Spanish Surname		TOTAL	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	836	434	13	13	-	-	1	1	1	-	851	448
Anne Arundel	1,729	2,631	87	134	17	25	23	25	21	24	1,877	2,839
Baltimore	650	1,577	1,898	4,128	2	3	13	19	8	11	2,571	5,738
Catonsville	2,292	5,438	160	611	1	7	11	16	8	14	2,472	6,086
Cecil	264	712	15	21	-	-	-	-	-	-	279	733
Charles	401	887	41	115	2	1	-	4	3	3	447	1,010
Chesapeake	250	331	40	29	1	-	1	-	-	-	292	360
Dundalk	319	942	35	52	3	7	1	2	-	3	358	1,006
Essex	2,590	4,430	81	93	6	12	7	19	3	7	2,687	4,561
Frederick	488	873	27	47	-	4	-	-	-	2	515	926
Garrett	145	168	-	-	-	-	-	-	-	-	145	168
Hagerstown	750	919	41	24	-	-	2	-	1	7	794	950
Harford	928	1,641	84	121	6	18	7	7	2	4	1,027	1,791
Howard	358	878	69	135	1	2	-	4	1	11	429	1,030
Montgomery:												
Rockville	4,550	5,090	144	216	7	19	24	41	28	38	4,753	5,404
Takoma Park	908	1,173	122	214	2	7	10	13	9	14	1,051	1,421
Prince George's	2,949	4,413	628	1,415	8	21	67	75	35	49	3,687	5,973
TOTAL	20,407	32,537	3,485	7,368	56	126	167	226	120	187	24,235	40,444

F-T = Full-time
P-T = Part-time

Table 4

COMPARISON OF 1972, 1973, AND 1974 BLACK STUDENT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
Source of Data: SBCC Survey

College	1972			% of Total Enrollment	1973			% of Total Enrollment	1974			% of Total Enrollment	Percentage Incr. (Decr.) 1972-1974
	F-T	P-T	Total		F-T	P-T	Total		F-T	P-T	Total		
Allegany	12	3	15	1.3	16	5	21	1.8	13	13	26	2.0	.7
Anne Arundel	77	60	137	3.8	106	109	215	5.2	87	134	221	4.7	.9
Baltimore	1,513	2,506	4,019	56.3	1,636	3,259	4,895	67.6	1,898	4,128	6,026	72.5	16.2
Catonsville	66	379	445	6.1	91	424	515	6.4	160	611	771	9.0	2.9
Cecil	14	3	17	2.5	16	31	47	6.1	15	21	36	3.6	1.1
Charles	42	90	132	11.7	41	104	145	10.9	41	115	156	10.7	(1.0)
Chesapeake	32	74	106	18.2	35	60	95	14.6	40	29	69	10.6	(7.6)
Dundalk	13	34	47	7.4	24	52	76	7.1	35	52	87	6.4	(1.0)
Essex	62	60	122	2.2	61	63	124	2.0	81	93	174	2.4	.2
Frederick	30	25	55	5.0	24	40	64	5.1	27	47	74	5.1	.1
Garrett	-	-	-	-	-	-	-	-	-	-	-	-	-
Hagerstown	47	21	68	4.7	43	15	58	3.6	41	24	65	3.7	(1.0)
Harford	87	80	167	6.3	85	130	215	8.4	84	121	205	7.3	1.0
Howard	63	71	134	14.3	41	21	62	4.7	69	135	204	14.0	(.3)
Montgomery	202	228	430	4.0	241	306	547	4.7	266	430	696	5.5	1.5
Prince George's	400	826	1,226	15.5	537	1,135	1,672	18.1	628	1,415	2,043	21.2	5.7
TOTAL	2,660	4,460	7,120	13.6	2,997	5,754	8,751	14.9	3,485	7,368	10,853	16.8	3.2

F-T = Full-time
P-T = Part-time
Incr. = Increase
(Decr.) = Decrease

Table 5

COMPARISON OF IN-COUNTY, OUT-OF COUNTY, OUT-OF STATE OPENING FALL ENROLLMENT 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: MCHE Survey

College	In-County			Out-of-County			Out-of-State, Foreign and Residence Unknown			Total Enrollment		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	633	415	1,048	145	14	159	73	19	92	851	448	1,299
Anne Arundel	1,843	2,785	4,628	30	54	84	4	-	4	1,877	2,839	4,716
Baltimore	2,236	5,061	7,297	269	661	930	66	16	82	2,571	5,738	8,309
Catonsville	1,847	4,360	6,207	613	1,694	2,307	12	32	44	2,472	6,086	8,558
Cecil	279	717	996	-	14	14	-	2	2	279	733	1,012
Charles	368	823	1,191	76	147	223	3	40	43	447	1,010	1,457
Chesapeake	267	314	581	25	46	71	-	-	-	292	360	652
Dundalk	335	926	1,261	23	79	102	-	1	1	358	1,006	1,364
Essex	2,306	4,012	6,318	376	545	921	5	4	9	2,687	4,561	7,248
Frederick	438	850	1,288	73	73	146	4	3	7	515	926	1,441
Garrett	145	166	311	-	-	-	-	2	2	145	168	313
Hagerstown	683	865	1,548	24	18	42	87	67	154	794	950	1,744
Harford	943	1,742	2,685	41	40	81	43	9	52	1,027	1,791	2,818
Howard	399	953	1,352	29	77	106	1	-	1	429	1,030	1,459
Montgomery:												
Rockville	4,304	4,931	9,235	56	166	222	393	307	700	4,753	5,404	10,157
Takoma Park	784	1,161	1,945	49	89	138	218	171	389	1,051	1,421	2,472
Prince George's	3,461	5,639	9,100	55	127	182	171	207	378	3,687	5,973	9,660
TOTAL	21,271	35,720	56,991	1,884	3,844	5,728	1,080	880	1,960	24,235	40,444	64,679

F-T = Full-time
P-T = Part-time

Table 6

1985 ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
FOR PLANNING PERIOD JULY 1974-JULY 1975
MARYLAND COMMUNITY COLLEGES
Source of Data: SBCC

College	1974 F-T	1974 P-T	1974 FTE	1973 FTE	FTE % Increase (Decrease) 1973-1974	FTE % Increase (Decrease) 1971-1974	1974 FTDE	1973 FTDE	FTDE % Increase (Decrease) 1973-1974	1984 Projected FTE	% Day Contact Hours 1973	1984 Projected FTDE	1985 Projected FTE	% Day Contact Hours 1974	1985 Projected FTDE	1980 Projected FTE	1980 Projected FTDE
Allegany	851	448	1,000	927	7	(1)	760	612	19	1,037	66	684	1,037	76	788	1,127	857
Anne Arundel	1,877	2,839	2,823	2,474	12	33	2,089	1,880	10	3,472	76	2,639	3,757	74	2,780	3,639	2,693
Baltimore	2,571	5,738	4,483	3,979	11	-	3,139	2,706	14	5,341	68	3,632	5,441	70	3,808	5,238	3,667
Catonsville	2,472	6,086	4,500	4,413	2	15	3,150	3,310	(5)	5,328	75	3,996	5,228	70	3,660	5,206	3,644
Cecil	279	733	523	416	20	91	319	258	19	690	62	428	690	61	421	566	345
Charles	447	1,010	784	722	8	20	588	570	3	1,591	79	1,257	1,691	75	1,193	1,345	1,009
Chesapeake	292	360	412	404	2	(5)	301	291	3	538	72	387	438	73	320	430	314
Dundalk	358	1,006	691	520	25	225	387	390	-	1,668	75	1,110	1,668	56	934	1,155	647
Essex	2,687	4,561	4,207	3,953	6	38	3,324	3,202	3	4,425	81	3,725	4,625	79	3,654	4,515	3,567
Frederick	515	926	824	744	10	6	544	543	-	1,161	73	848	1,061	66	700	1,047	691
Garrett	145	168	201	166	17	139	113	121	(1)	226	73	165	226	56	127	223	125
Hagerstown	794	950	1,111	1,061	5	12	933	902	3	1,541	85	1,310	1,441	84	1,210	1,416	1,189
Harford	1,027	1,791	1,627	1,520	7	14	1,155	1,125	3	2,415	74	1,787	2,215	71	1,573	2,138	1,518
Howard	429	1,030	772	722	6	65	564	505	10	2,560	70	1,792	2,250	73	1,643	1,625	1,186
Montgomery	5,804	6,825	8,079	7,950	2	20	7,029	6,917	1	10,976	87	9,567	11,167	87	9,715	10,581	9,205
Prince George's	3,687	5,973	5,678	5,648	-	22	4,202	4,236	1	9,276	75	6,957	9,646	74	7,138	8,514	6,300
Statewide	24,235	40,444	37,715	35,619	6	17	28,597	27,568	3.5	52,245	-	40,284	52,581	-	39,664	48,765	36,957

F-T = Full-time
P-T = Part-time
FTE = Full-time Equivalent
FTDE = Full-time Day Equivalent

Table 7

COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED
MARYLAND COMMUNITY COLLEGES
Source of Data: Maryland Department of Health and Mental Hygiene

College (Political Subdivision)	1974 County Population	Total College Enrollment Fall 1974	% of Population Enrolled 1974
Allegany	82,800	1,299	1.57
Anne Arundel	330,500	4,716	1.43
Baltimore (City)	847,200	8,309	.98
Catonsville, Dundalk, Essex (Baltimore County)	648,100	17,170	2.65
Cecil	54,500	1,012	1.86
Charles	58,000	1,457	2.51
Chesapeake (Caroline, Kent, Queen Anne's, and Talbot Counties)	81,600	652	.80
Frederick	92,900	1,441	1.55
Garrett	22,300	313	1.40
Hagerstown (Washington County)	106,200	1,744	1.64
Harford	128,600	2,818	2.19
Howard	90,000	1,459	1.62
Montgomery	577,900	12,629	2.19
Prince George's	702,500	9,660	1.38
TOTAL	3,823,100	64,679	1.69

Total County population not served by a community college - 286,300 (6.97 percent of State population).
Total State population - 4,109,400.
Projected student population of State not presently served by a community college* - 4,828.

* Calvert, Carroll, Dorchester, St. Mary's, Somerset, Wicomico, and Worcester Counties presently are not being served by a community college.

Table 8

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS CONFERRED 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: SBCC

College	Transfer	Total A.A. Degrees Awarded	Awards Conferred in Organized Occupational Curricula Two-Year Programs						Total A.A. Degrees (Occupational) Awarded	Less Than Two-Year (Certificate) Awards
			Business & Commerce	Data Processing	Health Service	Engineering Related	Natural Science	Public Service		
Allegany	43	188	42	4	67	7	25	-	145	19
Anne Arundel	237	382	45	15	49	13	-	22	145	16
Baltimore	290	826	99	22	211	36	1	167	536	11
Catonsville	399	725	52	25	127	47	-	75	326	7
Cecil	31	42	1	-	2	-	-	8	11	-
Charles	67	102	5	8	-	8	9	5	35	10
Chesapeake	58	83	9	-	6	-	-	10	25	6
Dundalk	53	56	3	-	-	-	-	-	3	31
Essex	397	669	42	-	131	4	-	95	272	7
Frederick	119	128	-	2	-	7	-	-	9	8
Garrett	23	31	3	-	-	-	4	1	8	-
Hagerstown	142	246	32	2	27	9	4	30	104	5
Harford	170	273	10	10	70	10	3	-	103	17
Howard	33	83	10	-	40	-	-	-	50	38
Montgomery:										
Rockville	376	636	113	48	-	31	-	68	260	55
Takoma Park	83	251	5	11	147	5	-	-	168	20
Prince George's	412	805	63	35	221	26	-	48	393	2
TOTAL	2,933	5,526	534	183	1,098	203	46	529	2,593	252

A.A. = Associate in Arts

Table 9

COMPARISON OF 1970, 1971, 1972, 1973, 1974 DEGREES AND CERTIFICATES CONFERRED
MARYLAND COMMUNITY COLLEGES
Source of Data: MCHE Survey

College	A.A. Degrees Conferred					A.A. Degrees Conferred in Organized Occupational Curricula					Less Than Two-Year Degrees Awarded (Certificates)				
	1970	1971	1972	1973	1974	1970	1971	1972	1973	1974	1970	1971	1972	1973	1974
Allegany	50	45	160	169	188	8	3	78	120	145	-	4	5	1	19
Anne Arundel	86	150	242	275	382	46	59	105	121	145	-	-	1	3	16
Baltimore	509	591	683	823	826	247	230	467	472	536	31	3	13	26	11
Catonsville	315	359	526	702	725	135	104	190	285	326	-	5	8	-	7
Cecil	11	31	48	42	42	-	1	11	8	11	21	-	1	-	-
Charles	26	64	63	89	102	4	17	23	29	35	18	31	7	104	10
Chesapeake	63	65	71	108	83	9	6	17	19	25	8	14	10	13	6
Dundalk	-	-	-	25	56	-	-	-	1	3	-	-	-	-	31
Essex	185	316	438	505	669	64	78	121	158	272	-	-	-	2	7
Frederick	77	109	125	120	128	27	43	49	10	9	5	9	13	10	8
Garrett	-	-	-	16	31	-	-	-	2	8	-	-	-	-	-
Hagerstown	134	225	214	224	246	38	53	56	83	104	3	7	1	1	5
Harford	111	206	214	268	273	33	47	64	85	103	21	33	7	114	17
Howard	-	-	35	33	83	-	-	5	8	50	-	-	1	-	38
Montgomery:															
Rockville	294	365	472	553	636	83	90	136	170	260	3	5	10	18	55
Takoma Park	180	213	244	261	251	62	91	116	148	168	5	-	2	6	20
Prince George's	302	445	533	648	805	54	95	146	256	393	2	3	-	4	2
TOTAL	2,343	3,184	4,068	4,861	5,526	810	917	1,584	1,975	2,593	117	114	79	302	252

A.A. = Associate in Arts

Table 10

FINANCIAL STATISTICS FOR FISCAL YEAR 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: HEGIS 2300-4

College	Current Funds Revenues by Source				Current Funds Expenditures by Function			
	Educational and General Revenues	Student Aid Grants	Auxiliary Enterprises	Total Current Funds Revenues	Educational and General Expenditures	Student Aid Grants	Auxiliary Enterprises	Total Current Funds Expenditures
Allegany	$ 2,475,443	$ 77,710	$ -	$ 2,553,153	$ 2,475,310	$ 77,710	$ -	$ 2,553,020
Anne Arundel	4,368,175	-	-	4,368,175	4,412,398	-	-	4,412,398
Baltimore	7,801,370	278,500	559,709	8,639,579	7,773,061	295,500	646,852	8,715,413
Catonsville	8,599,518	249,236	501,280	9,350,034	8,581,640	233,115	459,623	9,274,378
Cecil	664,551	18,971	-	683,522	762,715	18,971	-	781,686
Charles	2,210,045	-	64,872	2,274,917	2,241,734	-	56,212	2,297,946
Chesapeake	1,074,755	20,692	47,302	1,142,749	1,104,426	20,692	59,771	1,184,889
Dundalk	1,584,221	6,500	-	1,590,721	1,582,595	8,126	-	1,590,721
Essex	7,039,257	157,773	373,166	7,570,196	7,039,257	157,773	344,746	7,541,776
Frederick	1,745,778	21,320	90,738	1,857,836	1,698,303	19,064	88,616	1,805,983
Garrett	768,924	65,772	16,856	851,552	764,201	66,648	14,416	845,265
Hagerstown	2,175,590	31,935	135,020	2,342,545	2,251,897	30,807	133,017	2,415,721
Harford	3,691,296	77,965	322,315	4,091,576	3,688,308	77,965	229,947	3,996,220
Howard	1,734,372	16,991	78,372	1,829,735	1,749,496	17,216	75,241	1,841,953
Montgomery	16,670,180	179,039	1,389,390	18,238,609	16,648,274	155,490	1,364,645	18,168,409
Prince George's	9,893,567	229,843	-	10,123,410	9,252,090	196,931	-	9,449,021
TOTAL 1974	$72,497,042	$ 1,432,247	$ 3,579,020	$77,508,309	$72,025,705	$ 1,376,008	$ 3,473,086	$76,874,799
TOTAL 1973	$66,160,388	$ 1,041,714	$ 3,088,234	$70,290,399	$65,161,485	$ 1,071,098	$ 3,104,048	$69,336,631
TOTAL 1972	$56,036,495	$ 892,852	$ 2,159,119	$55,088,466	$55,009,746	$ 921,763	$ 2,213,001	$58,144,510
TOTAL 1971	$45,547,662	$ 668,223	$ 2,361,416	$48,577,301	$44,530,799	$ 625,033	$ 2,305,897	$47,461,729
TOTAL 1970	$34,000,985	$ 324,829	$ 1,978,441	$36,304,255	$32,824,365	$ 338,837	$ 1,906,306	$35,069,508
TOTAL 1969	$24,100,812	$ 122,973	$ 1,000,309	$25,224,094	$23,495,620	$ 137,348	$ 646,110	$24,279,078

Table 11

MAJOR SOURCES OF REVENUE FISCAL YEAR 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: SBCC

College	Student Fees and Tuition	Local Political Subdivisions	State	Federal	TOTAL
Allegany	$ 527,676	$ 435,992	$ 936,005	$ 587,481	$ 2,487,154
Anne Arundel	1,033,590	1,176,540	1,925,819	225,482	4,361,431
Baltimore	1,608,085	2,035,620	3,121,564	895,239	7,660,508
Catonsville	1,768,583	3,119,952	3,311,189	183,447	8,383,171
Cecil	150,131	165,961	296,170	41,493	653,755
Charles	320,893	449,000	572,761	506,063	1,848,717
Chesapeake	207,006	228,377	489,772	138,289	1,063,444
Dundalk	177,338	828,026	511,819	73,538	1,590,721
Essex	1,346,294	2,576,502	2,880,565	192,263	6,995,624
Frederick	343,970	512,874	733,624	117,020	1,707,488
Garrett	108,006	176,971	359,011	158,899	802,887
Hagerstown	528,633	589,583	848,304	245,683	2,212,203
Harford	1,097,183	915,000	1,586,599	302,854	3,901,636
Howard	330,545	750,160	620,137	197,540	1,898,382
Montgomery	5,124,999	5,448,717	5,351,332	449,013	16,374,061
Prince George's	2,561,030	2,143,486	4,513,975	420,738	9,639,229
TOTAL	$ 17,233,962	$ 21,552,761	$ 28,058,646	$ 4,735,042	$ 71,580,411

Table 12

PHYSICAL PLANT ASSETS FISCAL YEAR 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: HEGIS 2300-4

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 163,170	$ 4,219,059	$ 1,202,820	$ 5,585,049
Anne Arundel	368,000	10,340,353	2,279,119	12,987,472
Baltimore	272,677	5,750,012	1,192,957	7,215,646
Catonsville	1,715,592	9,670,902	3,044,631	14,431,125
Cecil	20,176	1,354,047	254,825	1,629,048
Charles	98,794	4,570,774	501,925	5,171,673
Chesapeake	118,917	3,088,267	410,487	3,617,671
Dundalk	313,536	3,024,603	818,848	4,156,987
Essex	944,198	16,090,707	2,404,257	19,439,162
Frederick	668,894	3,414,977	465,137	4,549,008
Garrett	82,840	1,244,396	285,870	1,613,106
Hagerstown	233,000	4,868,245	1,115,103	6,216,348
Harford	450,000	4,531,000	1,431,000	6,412,000
Howard	514,150	2,576,125	838,763	3,929,038
Montgomery	448,193	21,677,164	1,680,951	23,806,308
Prince George's	2,492,439	7,728,693	1,994,893	12,216,025
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,666
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$119,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 15,977,104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

Table 13

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES
Source of Data: SBCC

Year	Amount
Local community colleges	
1974	$ 8,000,000
1973	-
1972	10,000,000
1971	15,000,000
1970	5,000,000
1969	10,000,000
1968	10,000,000
1967	10,000,000
1964	15,000,000
1962	5,000,000
1961	5,000,000
	$ 93,000,000
Regional community colleges	
1969	3,000,000
1965	5,000,000
	$ 8,000,000
TOTAL	$101,000,000

Table 14

TUITION 1974-1975[a]
MARYLAND COMMUNITY COLLEGES
Source of Data: SBCC

College	County Resident		Out-of-County Resident		Out-of-State Resident	
	Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time
Allegany	$125.00	$ 12.50	$305.00	$ 30.50	$ 575.00	$ 57.50
Anne Arundel	200.00	17.00	440.00	38.00	800.00	68.00
Baltimore	150.00	12.50	300.00	25.00	450.00	37.50
Catonsville	150.00	13.00	300.00	26.00	600.00	52.00
Cecil	150.00	12.50	300.00	25.00	500.00	42.00
Charles	180.00	15.00	360.00	30.00	540.00	45.00
Chesapeake	170.00	17.00	340.00	34.00	1,000.00	60.00
Dundalk	150.00	13.00	300.00	26.00	600.00	52.00
Essex	150.00	13.00	300.00	26.00	600.00	52.00
Frederick	150.00	12.00	300.00	25.00	600.00	50.00
Garrett	150.00	12.00	300.00	20.00	400.00	40.00
Hagerstown	150.00	13.00	350.00	29.00	600.00	50.00
Harford	180.00[b]	15.00	440.00[b]	37.00	775.00[b]	63.00
Howard	150.00	13.00	300.00	25.00	550.00	45.00
Montgomery	235.00[c]	18.00	600.00[c]	42.00	750.00[c]	60.00
Prince George's	13.00[d]	13.00	30.00[d]	30.00	53.00[d]	53.00

a In addition to tuition, a wide range and variety of fees are also charged by the community colleges but are not included in this table.

b Harford has an interval tuition schedule based on credit hour load; the figures reported here represent a 12-15 credit hour load.

c Montgomery has a modified credit hour tuition charge up to the maximum reported here.

d Per credit hour charges.

Table 15

INVENTORY OF NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: HEGIS 2300-7

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Supporting	Health Care	Unassigned	TOTAL
Allegany	13,177	29,029	14,256	13,924	27,753	20,284	5,003	-	-	123,426
Anne Arundel	30,371	53,516	31,598	8,811	25,759	8,857	9,793	-	-	168,705
Baltimore	29,045	47,900	34,753	19,289	28,921	32,070	9,758	741	841	203,318
Catonsville	46,430	33,376	51,893	25,852	56,555	22,524	5,867	438	3,951	246,886
Cecil	9,476	4,274	2,960	4,117	2,439	2,603	1,962	-	-	27,831
Charles	9,685	13,376	12,783	4,557	26,964	6,440	6,593	-	-	80,398
Chesapeake	11,763	16,539	11,859	6,871	16,085	9,558	1,362	-	-	74,037
Dundalk	6,403	5,000	11,259	4,150	-	6,784	1,089	300	-	34,985
Essex	25,362	30,222	32,852	22,081	68,035	39,985	5,782	-	-	224,319
Frederick	11,132	9,809	11,198	9,070	17,378	9,736	1,657	-	9,732	79,712
Garrett	8,334	3,356	4,826	2,876	8,717	5,952	273	141	-	34,475
Hagerstown	16,632	26,531	17,340	12,965	16,924	6,553	4,036	214	5,756	106,951
Harford	16,674	25,352	18,175	6,655	31,059	21,305	4,706	491	-	124,417
Howard	8,752	12,315	10,530	6,195	1,174	4,493	1,603	-	3,366	48,428
Montgomery:										
Rockville	52,605	95,173	76,762	55,029	64,519	53,315	11,624	463	-	409,490
Takoma Park	9,456	17,111	16,638	6,419	603	10,713	2,576	25	155	63,696
Prince George's	28,516	49,749	31,100	4,000	22,366	34,221	10,236	-	-	180,188
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,051,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

Table 16

SUMMARY
EMPLOYMENT BY RACE BY FUNCTION AND STATUS FALL 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: MCHE/CRO Reports

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL													
Black	1	-	-	-	1	-	26	1	1	-	1	27	29
White	26	5	1	-	12	-	270	11	31	1	12	281	325
Other	-	-	-	-	-	-	8	1	-	-	-	9	9
INSTRUCTIONAL FACULTY													
Black	56	121	-	-	-	2	5	-	177	-	2	5	184
White	1,502	1,525	-	-	-	3	80	1	3,027	-	3	81	3,111
Other	22	24	-	-	-	-	-	-	46	-	-	-	46
OTHER PROFESSIONAL													
Black	-	5	-	-	1	-	23	8	5	-	1	31	37
White	22	10	-	1	6	1	162	24	32	1	7	186	226
Other	-	-	-	-	-	-	4	-	-	-	-	4	4
NONPROFESSIONAL													
Black	4	-	-	-	3	-	282	63	4	-	3	345	352
White	207	18	1	-	19	2	1,166	270	225	1	21	1,436	1,683
Other	1	1	-	-	-	-	16	7	2	-	-	23	25
TOTAL	1,841	1,709	2	1	42	8	2,042	386	3,550	3	50	2,428	6,031

Table 16

EMPLOYMENT BY RACE BY FUNCTION AND STATUS FALL 1974
MARYLAND COMMUNITY COLLEGES
Source of Data: MCHE/CRO Reports

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
ALLEGANY													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	1	-	1	-	9	-	3	1	1	9	14
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Instructional Faculty													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	74	19	-	-	-	-	17	-	93	-	-	17	110
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	9	-	1	-	-	-	45	1	9	1	-	46	56
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	86	19	2	-	1	-	72	1	105	2	1	73	181
ANNE ARUNDEL													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	3	-	-	1	-	5	-	6	-	1	5	12
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	-	2	-	-	-	-	-	-	2	-	-	-	2
White	148	81	-	-	-	-	-	-	229	-	-	-	229
Other	1	-	-	-	-	-	-	-	1	-	-	-	1
Other Professional													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	-	-	-	-	-	-	14	-	-	-	-	14	14
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	25	-	-	-	-	25	25
White	32	4	-	-	1	-	58	13	36	-	1	71	108
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	184	90	-	-	2	-	103	13	274	-	2	116	392

Table 16 continued

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
BALTIMORE													
Executive, Administrative, Managerial													
Black	-	-	-	-	1	-	9	-	-	-	1	9	10
White	-	-	-	-	-	-	20	2	-	-	-	22	22
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	24	64	-	-	-	2	-	-	88	-	2	-	90
White	134	243	-	-	-	3	-	-	377	-	3	-	380
Other	-	3	-	-	-	-	-	-	3	-	-	-	3
Other Professional													
Black	-	5	-	-	-	-	16	8	5	-	-	24	29
White	-	7	-	-	-	1	27	11	7	-	1	38	46
Other	-	-	-	-	-	-	2	-	-	-	-	2	2
Nonprofessional													
Black	-	-	-	-	1	-	53	32	-	-	1	85	86
White	-	-	-	-	-	-	51	38	-	-	-	89	89
Other	-	-	-	-	-	-	-	4	-	-	-	4	4
TOTAL	158	322	-	-	2	6	178	95	480	-	8	273	761
CATONSVILLE													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	6	-	-	-	-	6	6
White	-	-	-	-	5	-	55	2	-	-	5	57	62
Other	-	-	-	-	-	-	3	1	-	-	-	4	4
Instructional Faculty													
Black	8	10	-	-	-	-	-	-	18	-	-	-	18
White	180	186	-	-	-	-	-	-	366	-	-	-	366
Other	2	-	-	-	-	-	-	-	2	-	-	-	2
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	12	-	-	-	-	-	-	-	12	-	-	-	12
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	24	-	-	-	-	24	24
White	33	5	-	-	3	2	117	6	38	-	5	123	166
Other	-	1	-	-	-	-	1	1	1	-	-	2	3
TOTAL	235	202	-	-	8	2	206	10	437	-	10	216	663

Table 16 continued

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
CECIL													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	2	-	-	-	-	-	5	-	2	-	-	5	7
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	17	55	-	-	-	-	-	-	72	-	-	-	72
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	3	-	2	-	-	3	5
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	9	1	3	-	-	10	13
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	24	55	-	-	-	-	18	1	79	-	-	19	98
CHARLES													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	7	-	-	-	-	-	6	-	7	-	-	6	13
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	1	3	-	-	-	-	-	-	4	-	-	-	4
White	30	54	-	-	-	-	-	-	84	-	-	-	84
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	3	-	-	-	-	3	3
White	-	-	-	-	-	-	26	1	-	-	-	27	27
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	11	-	-	-	-	11	11
White	-	-	-	-	-	-	32	6	-	-	-	38	38
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	38	57	-	-	-	-	78	7	95	-	-	85	180

187
1974

Table 16 continued

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
CHESAPEAKE													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	3	-	3	-	-	3	6
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	-	2	-	-	-	-	-	-	2	-	-	-	2
White	22	31	-	-	-	-	-	1	53	-	-	1	54
Other	1	-	-	-	-	-	-	-	1	-	-	-	1
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	2	-	-	-	-	3	4	2	-	-	7	9
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	1	-	-	-	-	-	8	-	1	-	-	8	9
White	3	1	-	-	-	-	16	2	4	-	-	18	22
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	30	36	-	-	-	-	30	7	66	-	-	37	103
DUNDALK													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	2	-	-	-	-	2	2
White	-	-	-	-	1	-	5	1	-	-	1	6	7
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Instructional Faculty													
Black	1	1	-	-	-	-	2	-	2	-	-	2	4
White	25	59	-	-	-	-	5	-	84	-	-	5	89
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	7	-	-	-	-	7	7
White	-	-	-	-	-	-	19	7	-	-	-	26	26
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	26	60	-	-	1	-	41	8	86	-	1	49	136

Table 16 continued

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
ESSEX													
Executive, Administrative, Managerial													
Black	1	-	-	-	-	-	-	-	1	-	-	-	1
White	4	-	-	-	1	-	12	-	4	-	1	12	17
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	2	4	-	-	-	-	-	-	6	-	-	-	6
White	156	164	-	-	-	-	-	-	320	-	-	-	320
Other	5	-	-	-	-	-	-	-	5	-	-	-	5
Other Professional													
Black	-	-	-	-	1	-	1	-	-	-	1	1	2
White	8	-	-	-	-	-	23	-	8	-	-	23	31
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	8	-	-	-	-	8	8
White	68	-	-	-	4	-	123	7	68	-	4	130	202
Other	-	-	-	-	-	-	3	-	-	-	-	3	3
TOTAL	244	168	-	-	6	-	170	7	412	-	6	177	595
FREDERICK													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	-	-	-	-	-	-	18	-	-	-	-	18	18
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Instructional Faculty													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	28	32	-	-	-	-	-	-	60	-	-	-	60
Other	1	1	-	-	-	-	-	-	2	-	-	-	2
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	4	-	-	-	-	4	4
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	5	-	-	-	-	5	5
White	-	-	-	-	-	-	34	23	-	-	-	57	57
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	29	33	-	-	-	-	63	23	62	-	-	86	148

Table 16 continued

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
GARRETT													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1	2	-	-	-	-	-	4	3	-	-	4	7
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	-	5	-	-	-	-	-	-	5	-	-	-	5
White	9	17	-	-	-	-	-	-	26	-	-	-	26
Other	-	2	-	-	-	-	-	-	2	-	-	-	2
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	1	-	1	-	-	-	4	1	1	-	4	6
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	1	-	-	-	-	15	5	4	-	-	20	24
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	13	26	-	1	-	-	15	13	41	1	-	28	70
HAGERSTOWN													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	15	-	-	-	-	15	15
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	-	1	-	-	-	-	-	-	1	-	-	-	1
White	57	33	-	-	-	-	-	-	90	-	-	-	90
Other	1	-	-	-	-	-	-	-	1	-	-	-	1
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	9	-	-	-	-	9	9
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	54	1	-	-	-	55	55
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	58	34	-	-	-	-	78	1	92	-	-	79	171

Table 16 continued

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
HARFORD													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	3	1	-	-	-	4	4
White	-	-	-	-	2	-	38	2	-	-	2	40	42
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	3	1	-	-	-	-	-	-	4	-	-	-	4
White	67	82	-	-	-	-	11	-	149	-	-	11	160
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	-	-	-	-	1	-	2	3	-	-	-1	-5	- 6
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	10	7	-	-	-	17	17
White	6	7	-	-	2	-	59	32	13	-	2	91	106
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	76	90	-	-	5	-	124	45	166	-	5	169	340
HOWARD													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	11	-	3	-	-	11	14
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Instructional Faculty													
Black	1	-	-	-	-	-	-	-	1	-	-	-	1
White	28	41	-	-	-	-	-	-	69	-	-	-	69
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	8	1	-	-	-	9	9
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	10	1	-	-	-	11	11
White	6	-	-	-	-	-	31	9	6	-	-	40	46
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	38	41	-	-	-	-	61	11	79	-	-	72	151

Table 16 continued

Employment	Instruction F-T	Instruction P-T	Organized Research F-T	Organized Research P-T	Public Service F-T	Public Service P-T	Academic and Institutional Support and Student Service F-T	Academic and Institutional Support and Student Service P-T	Total Instruction	Total Organized Reserach	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
MONTGOMERY													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	1	-	34	-	-	-	1	34	35
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Instructional Faculty													
Black	6	6	-	-	-	-	3	-	12	-	-	3	15
White	328	247	-	-	-	-	47	-	575	-	-	47	622
Other	3	9	-	-	-	-	-	-	12	-	-	-	12
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	5	-	31	-	-	-	5	31	36
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Nonprofessional													
Black	3	-	-	-	2	-	58	-	3	-	2	58	63
White	44	-	-	-	9	-	350	-	44	-	9	350	403
Other	1	-	-	-	-	-	11	-	1	-	-	11	12
TOTAL	385	262	-	-	17	-	536	-	647	-	17	536	1,200
PRINCE GEORGE'S													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	4	-	-	-	-	4	4
White	-	-	-	-	-	-	34	-	-	-	-	34	34
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	10	22	-	-	-	-	-	-	32	-	-	-	32
White	199	181	-	-	-	-	-	-	380	-	-	-	380
Other	8	9	-	-	-	-	-	-	17	-	-	-	17
Other Professional													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	-	-	-	-	-	-	12	-	-	-	-	12	12
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Nonprofessional													
Black	-	-	-	-	-	-	63	23	-	-	-	86	86
White	-	-	-	-	-	-	153	119	-	-	-	272	272
Other	-	-	-	-	-	-	1	2	-	-	-	3	3
TOTAL	217	212	-	-	-	-	269	144	429	-	-	413	842

Table 17

PROGRAMS DELETED OR PHASED OUT 1969-1973
MARYLAND COMMUNITY COLLEGES
Source of Data: SBCC

College	Program	Year Program Implemented	Year Program Phased Out
Allegany	Management Training	1964	1971
Anne Arundel	Laboratory Technologies	1966	1969
Baltimore	Neighborhood Aide	1967	1969
	Dental Assisting (Second Year)	1969	1971
	Classroom Aide	1967	1972
	Laboratory Technology	1950	1973
	Radiologic Technology	1968	1973
Catonsville	Library Technology	1967	1969
Charles	Drafting	1967	1973
Chesapeake	Teacher Aide	1967	1973
	Sanitary Technology	1967	1973
Frederick	Industrial Arts Education	1966	1970
	Vocational Education	1966	1970
	Vocational-Industrial	1967	1970
	Science Laboratory Technology	1967	1970
	Teacher Education-Business	1968	1971
	Teacher Education-Industrial Arts	1968	1971
	Education for Industry	1968	1971
Hagerstown	Medical Laboratory Technology	1970	1971
	Civil Engineering Technology	1971	1972
Howard	Electronics Technology	1970	1972
Montgomery	Engineering Aide	1963	1971
	Radiation Technology	1965	1971
	Chemical Engineering	1965	1973
	Insurance Option of Management	1970	1973
	Real Estate Option	1970	1973

APPENDIX E

SPACE ALLOCATION GUIDELINES
FOR THE ADMINISTRATION AND DEVELOPMENT
OF CONSTRUCTION PROJECTS
FOR THE PUBLIC JUNIOR OR COMMUNITY COLLEGES
IN THE STATE OF MARYLAND

SPACE ALLOCATION GUIDELINES FOR THE ADMINISTRATION AND DEVELOPMENT OF CONSTRUCTION PROJECTS FOR THE PUBLIC JUNIOR OR COMMUNITY COLLEGES IN THE STATE OF MARYLAND

In addition to the *General Public Junior or Community College or Regional Community College Construction Procedures* as adopted by the Board of Public Works on January 5, 1972, these Guidelines, adopted by the Board of Public Works on November 7, 1974, are to be used for the determination of the capital funding by the State for specific projects.

Part A. FACILITIES AND PROJECT ELEMENTS FOR WHICH STATE FINANCING IS UNAVAILABLE

1. Game room, recreation rooms, and ballrooms;
2. Residence halls and faculty housing;
3. Facilities for research not related to instruction;
4. Stadiums, field houses, or arenas, including indoor track and field facilities;
5. Temporary outdoor seating;
6. Temporary parking lots except for those surfaced with stone, gravel, or other aggregate;
7. Parking garages;
8. More than minimal stage lighting;
9. Outdoor lighting of athletic facilities;
10. Decorative pools and fountains;
11. Draperies;
12. Murals, sculpture, or other art work;
13. Planter boxes;

14. Extensive areas of brick or stone paving;

15. Fees or other costs in connection with items or projects excluded from State participation, and the proportional areas of a building which exceed the efficiency factor cited in Part C, section 2.2.

The above restrictions shall not preclude the option of the local authority from financing those facilities or portions thereof not eligible for State financial assistance.

Part B. SPACE GUIDELINES

1. Fundamental Principles

1.1 These Guidelines are for determining needs which require capital funding by the State. These capital requirements (or computed needs) Guidelines are not to be used to architecturally design a specific space or facility. Any space architecturally designed, however, must fall within the computed needs developed by these capital requirements Guidelines.

1.2 Normally, projects shall be planned using a five-year enrollment projection. For specialized or unique facilities, such as libraries, gymnasiums, assembly areas, audio-visual, radio, television, food facilities, and merchandising facilities, a ten-year projection shall be used. Insofar as practicable, these facilities should be designed and located to permit future expansion.

1.3 Full-time day (8:00 a.m. to 5:00 p.m.) students and part-time day students shall be equated to full-time day equivalent (FTDE) students which count, used in conjunction with space factors, will be a major basis for determining space needs. Only students attending the campus for which space needs are being computed shall be counted.

1.4 The full-time day equivalent count for each college is to be determined and certified by the executive director of the State Board for Community Colleges in accordance with the accepted Statewide definitions promulgated by the Maryland Council for Higher Education.

1.5 Daytime weekly student contact hours (WSCH) are to be used to compute classroom, laboratory, and gymnasium space needs. Such WSCH shall be certified by the executive director of the State Board. Except for prerequisite courses, no non-credit contact hours are to be allowed in computing space. Only "on campus" hours are valid.

1.6 Enrollment projections to be used by the colleges by applying these Guidelines will be revised and agreed upon no later than January 1 by the State Board for Community Colleges and the Maryland Council for Higher Education. A projected five-year minimum of 700 full-time equivalent (FTE) students (not including transfers from existing institutions) will be required as one of the conditions for approval of new colleges or additional campuses for existing institutions.

1.7 Office space shall be based on the count of full-time faculty equivalent, full-time administrators, full-time librarians, full-time staff, and student officers as determined and certified by the executive director of the State Board.

1.8 Categories of spaces with identifying code numbers and definitions shall conform to the Maryland Council for Higher Education's "Facilities Classification and Inventory Procedures Manual."

1.9 Community college capital requirements guidelines are as follows:

MCHE Code	Space	Base	Space Factor by Size of FTDE Enrollment: Under 1,000	1,000-2,499	2,500-4,999	5,000 and up
100	CLASSROOM	WSCH[1]	.90	.84	.83	.76
200	LABORATORY	WSCH	4.00	3.57	3.41	3.26
300	OFFICE	FTEF[2] FT Staff Student Officers[3]	140.00	140.00	140.00	140.00
400	STUDY (Libraries, etc.)	Total		see subsections		
410	Seating	FTDE[4]	6.25	6.25	6.25	6.25
420	Stack	BVE[5]	.10	.10	.10	.10
440-455	Processing	Sum of 410 plus 420	.16	.16	.16	.16
500	SPECIAL USE			see subsections		
520	Physical Education	WSC	11.00[6]	11.00[6]	11.00	11.00
530	A-V, Radio, T.V.	FTDE	.80[7]	.90[8]	.90[8]	.90[8]
600	GENERAL USE			see subsections		
610	Assembly	FTDE	Ad Hoc	3.70	3.00[9]	2.20
620	Exhibition	FTDE	1.00	.50	.40	.30
630	Food Facilities	FTDE, FT Faculty FT Staff	3.00	3.00	3.00	3.00
650	Lounge Facilities	FTDE	1.50	1.50	1.50	1.50
660	Merchandising Facilities	FTDE	.50[10]	.50[10]	.50	.50
700	SUPPORT			see subsections		
710	Data Processing	FTDE	Ad Hoc	.30[11]	.50[12]	.30[13]
720-745	Shops, Storage Vehicle Storage, and Repair	FTDE	4.25	3.10	2.18	1.70
800	HEALTH SUITE	FTDE	.50[14]	.21[14]	.21	.20

Note: Computed need in any space category shall not exceed the lowest amount that can be computed for a college in the next size category.

1.10 Abbreviations, definitions, and footnotes:

(1) WSCH - Weekly Student Contact Hours for day students in credit or prerequisite courses only.

(2) FTEF - Full-time Equivalent Faculty. All full-time faculty, including librarians, plus 25 percent of all part-time faculty.

(3) 1,120 square feet maximum for student offices.

(4) FTDE - Full-time Day Equivalent. Percentage of institutional student contact hours generated between 8:00 a.m. and 5:00 p.m. multiplied by the full-time equivalent enrollment (percent day institutional contact hours times FTE = FTDE).

(5) BVE - Bound Volume Equivalent. Recommend 20,000 BVE for first 1,000 FTE and 1,000 BVE for every 100 FTE above 1,000.

Bound Volume Equivalents

Type	Unit	BVE
Books	volume	1.0000
Documents, music scores, and pamphlets, including archives	item	.1250
Maps, in cases	item	2.0000
Microfilm, boxed	reel	.3125
Microprint, boxed	item	.0125
Newspapers, unbound	title	17.8570
Newspapers, back files	volume	13.8800
Periodicals, unbound	title	2.0000
Periodicals, boxed	title	4.0000
Recordings	item	.2500
Reference	volume	2.8750
Slides, bound	item	.0488
Slides, unbound	item	.0244

(6) Minimum size gymnasium facility - 15,000 NASF (no pool). Acceptable pool size is 7,000 NASF maximum; must be justified.

(7) No provision made for television.

(8) Includes space for television when justified.

(9) 8,320 NASF minimum allowed for this facility.

(10) 800 NASF allowable if FTDE count is too low.

(11) 700 NASF terminal maximum allowable.

(12) 2,000 NASF center maximum allowable.

(13) 2,500 NASF center maximum allowable.

(14) 400 NASF allowable if FTDE count is too low.

1.11 Explanation of factor development. The elements for computing the space factor used for determining space needs for classrooms, laboratories, and physical education are the net assignable square feet per student station (NASF/SS); the number of hours in a 45 hour week the space should be used (hours/week); and the percent of student occupancy of the room when space is in use. These elements are expressed in the formula:

$$\text{Space factor} = \frac{\text{NASF/SS}}{\text{hours/week x \% occupancy}}$$

100 - Classroom. The station size was developed by using a weighted average of station sizes from 20 NASF/SS for small seminar rooms to 12 NASF/SS for lecture halls. To this average (16 NASF/SS) was added 2 percent for service areas, resulting in a station size of 16.3.

The hours of use ranged from 30 hours/week in small colleges to 33 hours/week in the largest colleges. The percent of student occupancies ranged from 60 percent for small colleges to 65 percent for the largest colleges.

Specific figures for each size group of colleges are:

Under 1,000 FTDE - 16.3 ÷ (30 x .600) = .90
1,000 to 2,499 - 16.3 ÷ (31 x .625) = .84
2,500 to 4,999 - 16.3 ÷ (32 x .625) = .83
5,000 and up - 16.3 ÷ (33 x .650) = .76

200 - Laboratory. To determine a composite station size, weighted average of transfer program and technical program types of laboratories were computed which gave a composite of 48 NASF. To this was added 20 percent for service and 4 percent for individual laboratories, making a total composite station size of 60 NASF.

The hours of use ranged from 20 per week for small colleges to 23 per week for the largest schools. The percent of student occupancy used was 75 percent for the

smallest group and 80 percent for all others

Specific figures for each size group of colleges are:

Under 1,000 FTDE - 60 ÷ (20 x .75) = 4.00
1,000 to 2,499 - 60 ÷ (21 x .80) = 3.57
2,500 to 4,999 - 60 ÷ (22 x .80) = 3.41
5,000 and up - 60 ÷ (23 x .80) = 3.26

300 - Office. The allowance of 140 NASF per individual requiring office space was adopted to cover all space required for faculty, administrative, clerical, student offices (1,120 square feet maximum), library offices, file rooms, mimeograph rooms, vaults, conference rooms, waiting rooms, interview rooms, closets, private toilets, record rooms, and office supply rooms. Centralized mimeograph or print shops were not included.

400 - Study. This category includes library and learning resources centers. Space determination formula followed American Library Association (ALA) recommendations. Seating station size is 25 NASF which, when multiplied by seating for 25 percent of the FTDE, produces a seating factor of 6.25 (25 x .25).

The size of the stack space is determined by allowing .1 NASF per bound volume equivalent (BVE) with a library of 20,000 BVE recommended for the first 1,000 FTE and 1,000 BVE per 100 FTE thereafter, although no ceiling on volume count is mandatory.

The processing and service spaces are determined as a group by taking 16 percent of the combined seating and stack space.

The total space for library is found by adding the space computed for seating, stack, and service.

500 - Special Use.

520 - Physical Education. For all but the largest colleges, the elements for computing the space needs are 250 square feet per station, 30 hours/week, and 75 percent occupancy. For the largest colleges, 80 percent occupancy was used.

Recognizing that WSCH for smaller colleges could not generate enough space needs to equal the very large station size, a minimum size facility of 15,000 NASF for the gymnasium, including game courts, multi-use rooms, locker, shower, towel, first aid, dressing, and equipment supply rooms,

was included in the Guidelines. A six-lane swimming pool of 7,000 NASF maximum was incorporated as a separate requirement which must be fully justified to be funded.

It is noted that service is included in the 250 NASF station size.

530 - Audio-Visual, Radio, Television, and Service. The factor is based on the relation of the FTDE to a maximum model facility for each size group; e.g., for a small college a facility which includes no space for television should not require more than 800 NASF, or for a medium-large size college, no more than 4,500 NASF, including a television studio. Obviously, all such facilities need full justification regardless of the size of the college.

600 - General Use.

610 - Assembly. This factor is related to the maximum size assembly or auditorium facility for the size of the college. In the case of the small (under 1,000 FTDE) there is no factor as constructing an assembly facility would have to be on an ad hoc basis with ample justification. An assembly space of 8,320 NASF minimum would be provided until the computed need, based on the appropriate space factor, exceeds this amount.

620 - Exhibition. These factors are based on 1 percent of the combined instructional spaces on campus or the sum of space developed for categories 100 through 500.

630 - Food Facilities. This factor is based on a station size of 21 NASF, 45 percent of the FTDE students, plus full-time faculty and full-time staff, and a 3.2 times turnover rate.

650 - Lounge Facilities. The factor for this category is based on a station of 15 NASF and 10 percent of the FTDE occupying the space.

660 - Merchandising Facilities. This category is provided to permit the allocation of space for student book stores for the sale of instructional materials only.

700 - Support.

710 - Data Processing. The factors were developed from models of 700 NASF for a data processing terminal and 2,000 to 2,500 NASF for computer centers. Small colleges would be allocated space on an ad hoc basis.

720-745 - Shops, Storage, Vehicle Storage and Repair. The factor is developed to give the college flexibility to take care of shops for physical plant maintenance, central duplication shops, and comprehensive or centralized audio-visual preparation area, as well as central storage facilities and inactive departmental storage. This category also provides for vehicle storage and service facilities if desired by the college.

These factors were developed by summing the factors previously used in the Guidelines for the 720, 730, and 740-790 categories as follows:

		Under 1,000	1,000-2,499	2,500-4,999	5,000 and Up
720	Shop FTDE	.50	.60	.50	.40
730	Storage FTDE	.75	.90	.78	.60
740-790	All Other FTDE	3.00	1.60	.90	.70
	Total	4.25	3.10	2.18	1.70

800 - Health Facilities. The factor is based on a model suite consisting of one bed (100 NASF) and one examining room (160 NASF) for the first 2,500 FTDE students and an additional two beds and examining room for the next 2,500 FTDE. To this space would be added office space as computed per category 300.

2. Outdoor Facilities

2.1 Parking: Specify 300 square feet per car.

75 percent: Full-time faculty
75 percent: Staff
75 percent: FTDE
2 percent: Visitors (2 percent of total authorized spaces)

2.2 Outdoor physical education and recreational facilities are to be based upon 100 square feet per head count day student and justified by program requirements with a

minimum of the following if justified:

Six tennis courts;
Two fields with a total of 300,000 square feet, one of which may have a track (six lanes with an eight-lane straightaway).

Part C. DESIGN CRITERIA

1.1 Building design shall comply with the current BOCA Building Code as a minimum requirement and meet the fire protection requirements of the current NFPA Code 101. The building shall comply with State regulations governing construction of facilities for the handicapped with the exception that the installation of an elevator in buildings of more than one story shall be mandatory.

1.1.1 Food handling and sanitation facilities shall comply with regulations of the local health department.

1.1.2 Architects and consultants shall establish and maintain early coordination with the State Fire Marshal so that the design is economically compatible with fire protection requirements.

1.1.3 Site clearing and grading shall comply with the requirements for sediment and erosion control of the State.

1.1.4 Building design and construction shall further comply with all local building codes and ordinances.

1.1.5 Floor loadings shall be as approved by the Department of General Services.

1.2 The efficiency factor (gross area divided by assignable space) shall be as low as possible, preferably 1.5 - 1.67, depending on building use. Gross area is the sum of assignable and nonassignable areas. (See Appendix E of *Higher Education Facilities Classification and Inventory Procedures Manual.*)

1.3 The design statement should result in an unpretentious, functional, pleasant appearing building which best responds to the educational and building programs which have been approved for the project and available budget. The ultimate concept should be one that would evolve into a building that could be initially built, operated, and maintained for the best dollar value.

1.3.1 Buildings should be designed with a simple and regular configuration. A low ratio of perimeter to area

is usually an indication of an economical design. Compactness is a desirable and cost saving feature.

1.3.2 The building should be planned on a modular grid. Usually a four or five foot grid is adaptable to most educational facilities. Grid dimensions are often related to the ceiling system. The basic elements, walls, partitions, and structural columns, should ideally coincide with a grid line(s) or intersection.

1.3.3 In the design of educational buildings, considerable economy may be achieved during preliminary design if the structural skeleton and architecture are integrated in an honest and straightforward manner. Regular and repetitive bays and members reduce fabrication and erection costs.

1.3.4 Exterior walls, including thickness, type, and material, should be developed to efficiently and economically meet the primary functions of enclosure, support, weathertightness, and thermal insulation. Aesthetics should be of secondary importance.

1.3.5 Architectural cliches, vogues, and stylistic cuteness are costly and should be avoided.

1.3.6 Environmental systems should be selected and designed on the basis of life cycle costs. The choice of systems shall be based on annual owning and operating costs for twenty-five years with interest compounded at 6 percent.

1.3.7 The building design shall be consistent in all respects with the current concerns and/or future requirements for energy conservation.

1.4 The basic design decisions should be accomplished with the team approach rather than the usual fragmented one of the architect and his consultants working independently, each doing his own thing.

1.4.1 The design team should consist of all interested parties: the architect, his consultants, and his cost estimator. The owner and his staff and representative should work very closely with the architect and partipate in making basic decisions.

1.4.2 The architect should be the team leader. It shall be his responsibility to achieve an integrated design with all elements interfacing. It shall also be his responsibility to effect cost management throughout the design process to keep the project on the budget track.

1.4.3 At the major points of the design process, the team should be involved in the selection, design, related costs, and interface of all major systems and elements to arrive at an integrated and reasonable design.

1.4.4 No one discipline should predominate or dictate situations that would complicate or otherwise make ineffectual the integrated systems or detract from the reasonableness of the design.

1.5 It should be incumbent upon the architect and his consultants to use cost control throughout the design process to endeavor to produce a building at the time of bid that is within the budget.

1.5.1 In the selection of all primary elements and systems not only first cost but operating, maintenance, and replacement costs should be taken into consideration.

1.5.2 Comparative cost studies shall be used in the selection of the primary elements and systems. The study should indicate the best dollar value or reasonableness of the design, element, or systems.

1.5.3 In the selection of architectural elements, mechanical and electrical systems, energy consumption and conservation shall be considered and responded to.

1.5.4 Cost management shall be an ongoing part of the entire design process. The developing building design shall respond and adjust to the cost control limitations.

Part D. IMPLEMENTATION

1. The Guidelines in Parts B and C enumerated above are not fixed standards and may be subject to modifications where fully justified. The Guidelines will be used by the Department of State Planning, the Department of General Services, and the State Board for Community Colleges in evaluating both long-range planning and individual construction projects.

APPENDIX F

GENERAL PUBLIC JUNIOR OR COMMUNITY COLLEGE
OR REGIONAL COMMUNITY COLLEGE
CONSTRUCTION PROCEDURES
IN THE STATE OF MARYLAND

GENERAL PUBLIC JUNIOR OR COMMUNITY COLLEGE OR REGIONAL COMMUNITY COLLEGE CONSTRUCTION PROCEDURES IN THE STATE OF MARYLAND

The State Board for Community Colleges shall prepare a Statewide plan and program for the development of community colleges, furnishing copies to the Department of State Planning and the Maryland Council for Higher Education concurrently for evaluation and comment. Taking cognizance of submitted comments, the State Board for Community Colleges shall adopt the plan and program.

1. Preparation of Capital Requests and Determination of Priorities

1.1 All community college governing boards shall submit to the State Board for Community Colleges before July 1 each year their planned capital improvement projects proposed to be financed the following year and for the succeeding four years on forms adopted by the State Board for Community Colleges. A copy of these forms shall be submitted by the State Board for Community Colleges to the Department of State Planning.

1.2 On or before November 1 of each year, the State Board for Community Colleges shall have assigned project priorities and have prepared proposed legislation to provide for the financing of the proposed capital projects, which information shall be submitted to the Department of State Planning for review and recommendation to the Governor and the pertinent committees of the General Assembly in accordance with official procedure established by the Joint Budget and Audit Committee.

1.3 After enactment of the construction loan act each year, the State Board for Community Colleges shall confirm the priorities for the several projects expected to be funded by the general public junior or regional community college construction loans enacted by the current legislature. This order of established priorities shall be used as a prime determinant in the Statewide disbursal of the construction loan funds for which the priorities were made.

2. Administration of Financial Assistance by the State of Maryland

2.1 Obtaining Conditional Allocation for State funds

2.1.1 Whenever any county or Baltimore City, or one or more counties and Baltimore City in the case of a regional community college, desires to participate in financial assistance, the board of trustees for the local or regional community or junior college concerned shall by resolution to the county commission(s), county council(s), county executive(s), or the mayor and city council of Baltimore request filing of the necessary petition with the State Board for Community Colleges.

2.1.2 Whenever the county commision(s), county council(s), county executive(s), or mayor and city council of Baltimore approve the request of the board of trustees for the local or regional community or junior college and wish to apply for a grant under the applicable Construction Loan Act, they shall file on the prescribed form a petition with the State Board for Community Colleges to which petition shall be attached the comprehensive information for the proposed project.

2.1.2.1 A comprehensive project plan of the petitioning college shall be submitted to the executive director of the State Board for Community Colleges on forms prescribed by the State Board for Community Colleges.

2.1.2.2 The executive director of the State Board for Community Colleges shall make a preliminary analysis and submit to the Department of State Planning and the Maryland Council for Higher Education a copy of the comprehensive project plan together with his findings of the completeness and accuracy of the proposal and whether it is appropriately programmed and/or planned.

2.1.2.3 The Maryland Council for Higher Education shall provide recommendations which generally relate to an evaluation of the proposal in the light of plans and programs for the orderly growth and overall development of public higher education; an analysis of need, location, and the relationship of the facilities and the educational programs; and an analysis and evaluation of the effects of the proposal on the effectiveness and economical operation of the institution academically, administratively, and fiscally.

2.1.2.4 The Department of State Planning, in evaluating

proposals for capital improvement projects which request State funding, will determine that the projects qualify as capital improvements in accordance with Article 78A, Section 2 of *The Annotated Code of Maryland;* review and comment on whether the projects conform to guidelines adopted by the Board of Public Works; and review the projects' relations to federal, State, and local plans and programs, including federal funding programs.

2.1.3 After receiving the comments and recommendations from the Department of State Planning and the Maryland Council for Higher Education, the State Board for Community Colleges shall make a written finding of the fact, which shall include the comments and recommendations of the Department of State Planning and the Maryland Council for Higher Education, to the Board of Public Works through the Department of General Services in the form of a recommendation to the Board, advising which of the requests for financial assistance should be allowed and which should be denied in accordance with recommended priorities.

2.1.4 The Board of Public Works with whom the grant of financial assistance rests shall approve or deny the State's participation in the financing of the project outlined in the petition. The secretary of the Department of General Services shall so inform the State Board for Community Colleges by a letter indicating the State's intent. The Board of Public Works certifies the allocation of State funds to the State Treasurer who makes them available to the county, counties, or city when they are needed for the approved project with a copy of the certification of allocation of funds being sent to the Comptroller of the Treasury.

2.2 Specific Conditions for Compliance

2.2.1 The general location for each proposed community college or addition thereto shall be selected by the board of trustees for the local or regional community or junior college concerned and submitted for the approval of the State Board for Community Colleges and the Board of Public Works through the Department of General Services, which shall seek comments and recommendations from the Department of State Planning. The comments and recommendations are to be attached to and made a part of the document submitted to the Board of Public Works. Selection and purchase of a specific site shall be according to the adopted procedures for community colleges.

Specific site selection procedure:

1. After the Board of Public Works has approved the allocation for the purchase of a campus site of an approximate size and a general location, the board of trustees of a local community college shall study the available sites and have prepared a report which ranks the available sites in order of preference. Technical data should support this ranking, including a site check list.

2. The board of trustees of the college may at its discretion authorize obtaining survey(s), appraisal(s), test borings, and title search(es) on one or all of the available sites as the board of trustees deems appropriate. State participation in such technical studies shall be limited to the study of one site.

3. The college will identify the specific tentative site selected and advise the executive director of the State Board for Community Colleges of its selection. Material supporting the selection of this specific site, including an analysis of alternative sites which were considered, must be submitted at this time to the executive director. The executive director will submit these documents to the State Department of General Services and the Department of State Planning for their confidential review and findings.

4. The board of trustees of the college, when it deems it desirable, or upon written petition from the citizenry, or upon request by the county/city of Baltimore government, may conduct a public hearing. If a public hearing is held, formal minutes shall be taken and copies of these minutes shall be included as part of a formal submission to the State Board for Community Colleges.

5. The approval of a specific site shall be made in accordance with applicable local and State statutes.

6. The executive director of the State Board for Community Colleges will notify the college of the responses of the Department of General Services and the Department of State Planning.

7. The board of trustees of the college will then publicly announce its site selection and authorize negotiations with the owner(s) and the obtaining of option(s) for a particular site purchase, contingent upon the approval of the Board of Public Works.

8. The college will request that the executive director of the State Board for Community Colleges obtain the approval of the State Board for Community Colleges to purchase the specific site; and, subsequently, forward the findings together with the option(s) and two independent appraisals for each parcel to the Board of Public Works through the Department of General Services for its final approval of the specific site.

9. Should it not be possible to obtain option(s) on a specific site or portion(s) of a site, the board of trustees will request the executive director of the State Board for Community Colleges to inform the Board of Public Works that such options were not obtainable but that the board of trustees plans to proceed to acquire the specific site or portion(s) of the site through other means. If condemnation is subsequently necessary, the board of trustees will authorize that action and inform the executive director of the State Board for Community Colleges.

10. The Board of Public Works will not be bound to approve State participation in any judgment rendered by a jury or court in condemnation proceedings.

2.2.2 The architect for the project shall be selected by the board of trustees for the local or regional community or junior colleges and his name shall be submitted through the State Board for Community Colleges to the Department of General Services for approval. The appointed architect shall be under the direct contractual responsibility of the board of trustees for the local or regional community or junior college and not of the State.

2.2.2.1 Since the fees for the architect or engineer are a portion of the cost of the project, the maximum architectural-engineering fee used in the State contribution formula shall not exceed the current Standard State Architect-Engineer Fee Schedule.

2.2.2.2 The State Board for Community Colleges and the Department of General Services shall be furnished an executed copy of the architect or engineer agreement.

2.2.3 The development documents and current cost estimates, using Department of General Services cost estimate worksheet for each proposed project, shall be recommended by the executive director of the State Board for Community Colleges to the Department of General Services and the Department of State Planning for review.

2.2.3.1 Before an application for construction funds will be considered, the review of the development documents by the Departments of State Planning and General Services shall be required.

2.2.4 The construction documents and current cost estimates, using Department of General Services cost estimate worksheet, shall be submitted by the college involved for the approval of the executive director of the State Board for Community Colleges and the Department of General Services before the project is bid.

2.2.4.1 The construction documents and cost estimates are to be reviewed by the Department of General Services for approval as to the conformance with the adopted community college construction guidelines, approved development documents, the building, fire protection, and health code regulations, and the general conditions of the Department of General Services and the State of Maryland.

2.2.5 Bids shall be received and publicly opened at the time of published notice by the board of trustees for the local or regional community college(s). The State Board for Community Colleges and the Department of General Services shall be duly notified of the date, time, and place of bid openings. Contractors' proposals shall include separate information, such as cost of site work, outside utilities and built-in equipment. This information shall be included on the bid tabulation submitted to the Department of General Services.

2.2.5.1 The board of trustees for the local or regional community or junior college shall submit a tabulation of the bids with comments and recommendations through the State Board for Community Colleges to the Department of General Services prior to the award of the contract. The bids shall be reviewed by the Department of General Services and reported to the Board of Public Works with all prior comments and recommendations. The award of contract is subject to the approval of the Board of Public Works.

2.2.6 Upon approval of award of the contract by the Board of Public Works, the Department of General Services shall notify the State Board for Community Colleges which shall then notify the local or regional board of trustees.

2.2.7 The State Board for Community Colleges and the Department of General Services are to be furnished a copy of the

contract and a copy of any change orders.

2.2.7.1 After award of contract the contractor's itemized breakdown of costs shall be at least as detailed as shown on form for cost breakdown for progress payments, DGS Form 28-A and submitted to the Department of General Services by the State Board for Community Colleges.

2.2.7.2 A change order shall be accompanied by a cost summary showing whether the State of Maryland's portion of the additional cost is within the approved allocation of State funds.

2.2.7.3 A summary of all committed project funds, including change orders within the approved allocation of State funds, shall be submitted to the Board of Public Works prior to final accounting for approval as far as State participation is concerned.

2.2.8 When a project includes or consists of movable equipment, a list of initial capital equipment as defined in the Department of State Planning's *Instructions for the Preparation and Submission of Capital Project Requests*, which is necessary to place the plant in operation and which has a normal life expectancy in excess of the life (15 years) of the bonds financing his construction, shall be submitted to the State Board for Community Colleges for review in conjunction with the Department of State Planning. All reviewed capital equipment contracts shall be approved by the Board of Public Works. Only approved purchase contracts will be considered when calculating local expenditures for compliance with the matching provisions of the Construction Loan Act. Whenever appropriate, provisions will be made for competitive bidding.

2.3 Disbursal of State Funds

2.3.1 Before any State funds are disbursed, the State Board for Community Colleges shall certify to the Comptroller of the Treasury that the local share of the project's cost will be available.

2.3.2 The State Board for Community Colleges shall make arrangements with the Comptroller of the Treasury as to the actual mechanics for obtaining the State funds for these projects.

2.3.3 Any funds allocated and paid to the governing body of a county, counties, or Baltimore City shall be kept in a separate account and from time to time said governing body shall submit reports as prescribed by the State Board

for Community Colleges showing payments from such funds for public junior or community college or regional community college construction.

2.3.4 The State Treasurer shall upon warrant of the State Comptroller make payments to the county, counties, or Baltimore City on proper transmittal lists prepared by the State Board for Community Colleges. The transmittal lists shall be forwarded to the State Comptroller for payment.

APPENDIX G

ABSTRACT OF
STATEWIDE STUDENT FOLLOW-UP STUDY
FIRST-TIME STUDENTS FALL 1970

ABSTRACT OF
STATEWIDE STUDENT FOLLOW-UP STUDY
FIRST-TIME STUDENTS FALL 1970

As part of its commitment to more comprehensively assess the total impact made by community colleges on their local communities, State, and nation, the Maryland State Board for Community Colleges recently published the results of the first Statewide Student Follow-Up Study. Conducted cooperatively with the assistance of the individual community colleges, this study reports on those who entered a public community college in the State for the first time in the fall semester of 1970 irrespective of their current status. The following is an abstract of results.

Conceptually, the study was designed to investigate five areas: student academic and demographic characteristics; student goals or primary reasons for attending community college; student employment experiences; student transfer experiences and performances at other postsecondary educational institutions; and student perception of community college environment and services.

RESPONDENT CHARACTERISTICS

- The respondents were predominantly white between the ages of 16 and 22 with women in the majority. Men comprised 48.7 percent of the group and 7.5 percent of all respondents were black. When compared to the study population, the respondent group could be said to be representative for the characteristic of race but not for sex. Concerning age, a survey conducted in May 1973 produced a median age of 22 for students attending Maryland community colleges.[1] Since the respondents in the current study were identified as first-time ever college students, it was expected that their median age would be less than 22. In fact, 69 percent of the respondents were under 22 years of age.

- While 58 percent of the study population were enrolled on a full-time basis, 66 percent of the respondents indicated attending the community college on a full-time basis. These data are not representative of current trends. In particular, our current enrollments show that 62

---

[1] *Statewide Master Plan for Community Colleges in Maryland 1973-1983*, p. 10.

percent of the Maryland community college student enrollments are part-time students.

- With 31 percent of the respondents indicating an age of 23 years or more and with the fact that 29 percent received their high school diploma or GED prior to 1965, it can be concluded that the community colleges are increasingly serving a backlog of prior year high school graduates.

- Following from the high school graduation date information, 65 respondents with 1971 high school graduation dates were identified. These respondents were subsequently found to have been high school students taking advantage of early college attendance plans.

- A transfer curriculum was listed as the exiting curriculum for 75.6 percent of the respondents. The other 24.4 percent exited in an occupational curriculum.

- The data revealed that 25.4 percent of the respondents had received the associate of arts degree and that another 1.9 percent were awarded a certificate.

- Approximately 80 percent of the respondents maintained a cumulative grade-point average of the 2.00 required for good academic standing.

- Approximately 13 percent of the respondents indicated that they were still currently enrolled at the community college. Of those in this category, 62 percent are in a transfer curriculum. These data tend to support the shift toward the demand for occupational programs in the community college.

- A crosstabulation of respondents by sex and program area did not produce any unexpected demands for programs by males and females. In particular, secretarial science and nursing programs help maintain the majority for women in the Business and Commerce Technologies and the Health Related Technologies. Similarly, men are in the majority in Engineering Related Technologies and Data Processing Technologies.

- Consolidating the crosstabulations of respondents by graduation status and program area with the crosstabulation of respondents by highest degree received, the resulting data indicated that for the respondents, occupational programs tended to produce more associate of arts degrees in proportion to their enrollment numbers than was the case with transfer programs.

EDUCATIONAL GOAL

- In terms of self-reported educational goals upon entry to the community college, 53.8 percent of the respondents stated or implied an educational goal of transfer. This is very different from the 75.6 percent who were classified as exiting in a transfer curriculum. This result

is partially explained by the continuing increase in diversity of program offerings and is further clarified by the fact that many students who fail to specify a major or program area are usually classified in general studies, a transfer program area.

- When asked if they had accomplished their primary educational goal, over three fifths of the respondents replied positively. If it is assumed that those still enrolled are pursuing their educational objective, then 72 percent of the respondents have achieved or are currently pursuing their primary reason for attending the community college.

- Considering those respondents who are currently enrolled as potential goal achievers, the data reveal that 73.7 percent of the respondents classified as transfer students and 68.6 percent of those classified as occupational students have achieved their educational goal.

- Considering only the races of black and white, the data show that for these respondents white females report a higher ratio of goal achievement (66 percent) than white males (57 percent), black females (55 percent), and black males (50 percent) respectively.

EMPLOYMENT

- Sixty-six percent of the respondents reported employment. Of those, over three fourths indicated a current full-time employment status.

- Four fifths of the employed respondents reported employment in Maryland either in the same locality as the community college or elsewhere in Maryland.

- Respondents with an associate of arts degree or certificate had higher salaries than those who had not graduated.

- Most employed respondents did not use the community college in locating their employment. In fact, only 4.9 percent of the respondents located their jobs through the college placement office or the college faculty.

- A majority of the employed respondents indicated that their community college program enhanced their theoretical understanding of the job and that it increased their abilities to perform the skills.

- Respondents did not feel that the community college program enhanced their chances to get a job (67.2 percent) or to get salary increases and promotions (69.9 percent).

TRANSFER

- Of the 75 percent who exited in a transfer curriculum, only 45 percent of those respondents actually did transfer.

- Respondents who transferred chose institutions as follows: University of Maryland (28.3 percent); a Maryland State college (23.5 percent); a non-Maryland public four-year college (13.7 percent); a non-Maryland private four-year college (9.1 percent); a Maryland private four-year college (8.9 percent); another Maryland community college (5.6 percent); and other institutions (10.9 percent).

- Eighty-five percent of the respondents who transferred indicated that their community college program and transfer program were related.

ENVIRONMENT

- When asked if they would recommend their program of studies to a friend, 72.4 percent said yes. Likewise, more than 85 percent of the respondents would recommend their community college to a friend.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 6 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION